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A CURRICULUM GUIDE FOR THE CENTRAL  
GOVERNMENT JUNIOR MODEL SCHOOL,  
FRERE TOWN, KARACHI

By

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A Thesis

Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Arts  
in the Education Department of the  
American University of Beirut  
Beirut, Lebanon

1959

CURRICULUM GUIDE: KARACHI

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## PREFACE

The idea for this topic originated while I was attending a seminar in elementary education. It became more definite when I had opportunities to make observations in grade one of the American Community school in Beirut. This experience opened new vistas for me. Courses in educational psychology and curriculum planning also stimulated me to write a proposed curriculum guide for my school in Karachi. I am a teacher in a newly established Central Government Junior Model School in Karachi, run by the Ministry of Education. I was nominated for an I.C.A. scholarship for training in education at the American University of Beirut. I felt a keen desire to do something constructive, helpful and useful for my school. While I observed the teaching methods, the equipment and the curriculum of grade one of the American Community School in Beirut, I was constantly comparing in my mind with the methods, equipment and curriculum used in my school. I reached the conclusion that many improvements can be made in the model school program.

This study attempts to give the modern bases of curriculum planning, newer kinds of curriculum designs and newer methods of instruction, and discusses some important topics related to the curriculum such as discipline, out-of-class activities and the physical environment of the school. The model school's setting and its educational program are

described. An effort has been made to give some suggestions about desirable goals and objectives of education, type of experiences to be included in the curriculum, planning of instruction, the daily schedule and other topics. Some new techniques of guiding the experiences of children, and evaluating and reporting their progress have also been given. Discipline in the school, out-of-class activities and the kind of physical environment needed for the model school have also been discussed.

I wish to express my heartfelt thanks to the advisor of my thesis committee Dr. Frederick R. Korf, who gave me very constructive and useful suggestions through out the writing of this thesis. It was his encouragement and patience which made this task possible. I also wish to express my thanks to Professor Fazieh Antippa and Dr. Pergrouhi Najarian, the members of my thesis committee for their patience and co-operation for reading the manuscript. I am indebted to Dr. Lavone Hanna, Professor Roland G. Will and his daughter, Professor Jaunita Soghikian, who helped me in the initial stages of thesis writing. I also wish to express my thanks to my sister, Mrs. Zohra Kazalbash, who helped in distributing and collecting the questionnaires. I am grateful to Miss Anwar Johan Basheeruddin, the Deputy Inspectress of schools, Karachi, who supplied much information about elementary education in Karachi.

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September 11, 1959

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## ABSTRACT

The Ministry of Education of the Government of Pakistan started in January, 1956 three model schools in Karachi. Two of them are named Central Government Junior Model Schools and are elementary schools. These schools, unlike other government schools, use English as the medium of instruction, have highly qualified staffs, and larger and better-equipped buildings. Experimentation with new educational ideas is encouraged in these schools, and this has been one of the main stimuli for undertaking this thesis topic. This thesis is concerned with Central Government Junior Model School situated in Frere Town, Karachi. It is felt that the existing curriculum of this school is rather traditional in practice and is not well-fitted to the needs of the country and children it serves. This thesis presents suggestions for a modified educational program in the school.

An analysis of the present curriculum of the school has been made with the help of questionnaires responded to by the teachers of the two Junior Model Schools. Recent literature on elementary education has been surveyed. Observations in grade one of the American Community School in Beirut have been made for first-hand experience with modern elementary education as it is practised in the United States of America.

Rousseau, Froebel and Pestalozzi formulated educational aims from the point of view of child's development. But it was John Dewey

who caused a tremendous change in educational theory and practice. According to him the child, society and the interaction of the two constitute the educational process. So in modern education needs, interests and problems of children are given primary importance when the educational program of a school is being planned. The child's development takes place in the society in which he lives. The school is a social institution, reflecting the values, customs and culture of the society in which it exists, but at the same time it has a duty to raise that society to better standards.

The proposed guide suggests some objectives and experiences which are felt to be consonant with the demands of Pakistani society. It is hoped that the suggestions will also help the children in developing into healthy, well adjusted, well informed and creative personalities according to their capacities and abilities. Some modern techniques such as the unit method of teaching, grouping children according to their abilities, group work, dramatic play, etc., are suggested. Other recommendations regarding discipline, the physical environment of the school, out-of-class activities etc., have been made and discussed.

It is hoped that this thesis will help the teachers and administrators of the Junior Model School to develop an improved curriculum and improved teaching practices for the increased welfare of the pupils and of their country.

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## CHAPTER I

### I N T R O D U C T I O N

On January 1st, 1956, the Ministry of Education of the Central Government of Pakistan started two new model schools in Karachi, Pakistan in an area called Housing Society. These schools were the Central Government Junior Model School, and the Central Government Senior Model School. The former is an elementary coeducational school including grades one through five. The latter, from grade six through ten, is a secondary school for boys only. A fortnight later another Junior Model School was opened in the Frere Town area of the same city. Half of the teachers and the headmistress of the original Junior Model School were transferred to this school. This thesis concerns the school in Frere Town.

These schools differ from other government schools in Karachi in several respects. First, the medium of instruction is English, whereas in most of the other elementary and secondary government schools in Karachi, which are also under the Directorate of Education of Pakistan, Urdu is the medium of instruction. In the second place, the staff of the model schools consist of highly qualified, experienced, trained teachers holding graduate or post-graduate degrees. There are only matriculate and nonmatriculate teachers in the other government elementary schools, and trained graduates and undergraduates in the government secondary schools in Karachi. Thirdly, the curriculum has been

developed cooperatively by the teachers and the headmistress especially for these model schools, whereas in all the other government schools a curriculum prescribed by the Directorate of Education is followed. Another point of difference is the physical plants of the model schools, which are newer, larger, and better equipped than those of the other government schools.

During the first two weeks of January, 1956, all of the teachers and the headmistress of the first Junior Model School cooperatively planned its curriculum and administrative policies. This curriculum was adopted by the Junior Model School in Frere Town. Since these model schools are experimental schools, imaginative, constructive and practical suggestions are encouraged and welcomed. The existence of this unusual opportunity to be of service is one of the main reasons that this study was undertaken.

## THE PROBLEM

### Statement of Problem

The problem of this thesis is the development of a curriculum guide for the Central Government Junior Model School in Frere Town, Karachi. As mentioned above, this school already has a typed program of study, but it is one which is mainly concerned with the subject matter to be taught. It touches only incidentally the total development of the child, and does not explicitly take into account the needs and

demands of the country. Notable also is its relative detachment from the abundant educational opportunities available in the life and surroundings of Karachi.

A comprehensive curriculum guide is highly desirable for a model school program. A curriculum guide usually consists of some broad general and useful guiding principles for the development of the educational program of the school. It does not attempt to specify all of the actual experiences which the children will undergo, but provides guidance and examples for selecting them. In this study then, a comprehensive curriculum guide means a set of guiding principles which are designed to take into account the social demands of the country and the needs, interests and maturity levels of children when these curricular experiences are being selected and developed. In addition it suggests promising practical techniques for guiding the experiences of children.

#### Importance of the Problem

Older conceptions viewed the curriculum as a fixed body of prescribed subject matter to be covered by children in a specified period of time. A child's needs and interests were considered to be of secondary importance. The main aim of the instruction was the mastery of a fixed body of facts which was believed to be adequate to prepare the child for adult life.

According to the present day point of view, a curriculum is

described as the sum total of all the experiences which the children undergo in the school under the guidance of the teachers. In the newer conception of the curriculum, the child and his development constitute the most important point of emphasis. When the curriculum is viewed in this light it becomes one of the most important factors in elementary education. According to Beauchamp:

The root of any elementary school operation is its curriculum - a statement not meant to detract from the importance of the classroom teacher, but to emphasize that the curriculum is the teacher's principal working tool.<sup>1</sup>

In any period of transition from one conception of a curriculum to a new one, a curriculum guide is helpful both for the teachers and for the children.

The elementary school years are the child's most formative years. He not only learns the three R's, but also forms fundamental attitudes and habits, and develops interest and values. This is the age when he accepts influences easily. It is desirable that he have the best available educational environment so that he may develop his talents to their fullest extent both for his own welfare and that of his country. The teacher is the most important guide of the child's school experiences, and she herself needs guiding principles to help her in directing the development of children.

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<sup>1</sup> George A. Beauchamp, Planning the Elementary School curriculum (New York, 1956), P. 1.

According to the Government of Pakistan Planning Board:

One of the means by which a nation can be judged is its system of education. The nature of that system reveals the character of the people and the level of their economic, political and cultural ideals and aspirations. The way in which the system evolves shows the degree of vitality with which the people and the nation approach their destiny.<sup>2</sup>

Similarly in the words of Mohammad Ali Jinnah, the founder of Pakistan, delivered in his message to the First Educational Conference held in November, 1947 at Karachi:

There is no doubt that the future of our state will and must greatly depend on the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan.<sup>3</sup>

According to the Planning Board, the educational system of Pakistan was founded a hundred years ago by a foreign government on different political, economic and cultural concepts than those required for an independent state.<sup>4</sup>

Though great efforts have been made to reorganize and to reorient the system of education, it still reflects more or less the same old traditions and ideals.

Some of the important elements of elementary education are a good physical plant, efficient teachers, a rich curriculum and efficient

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<sup>2</sup> Government of Pakistan Planning Board, The First Five Year Plan 1955 - 60, (Vol. 11, Karachi, 1956), P. 455.

<sup>3</sup> Ibid., P. 400

<sup>4</sup> Ibid.



administration. Fortunately, the model schools are in a happy financial position and have highly qualified staffs. It would be a waste of money, time and talent on the part of the model schools, if, having all these facilities and privileges, they yielded to inertia and followed the traditional pattern of education which imparts the three R's only, neglecting the total development of the child's personality and the social demands of the country. The very aim of the Ministry of Education in opening such schools is to provide the children of the Federal capital with a more useful education. These children should be able to play their roles effectively and successfully in the various spheres of their national life.

The experiences provided for the children should be directly or indirectly concerned with their present ages, life situations and surroundings. Fortunately for the schools, Karachi being the Federal capital of Pakistan and being an international seaport and airport, and the centre of commerce and trade, is busy and thickly populated, and can provide rich first-hand educational experiences for the development of children. But the teachers must know how to utilize them fully. These experiences should help the children to grow into active, productive, unselfish and responsible members of the society, having a realistic understanding of their country's problems and a desire to solve them. There is a need for a curriculum guide which will help the teacher in selecting appropriate learning experiences and which will provide the

teacher with some helpful techniques and devices for guiding these experiences.

#### METHODS OF STUDY

1. Analysis of the Present Curriculum of the Junior Model School in Frere Town and the Methods of Instruction in the School.

2. Questionnaires to the Teachers of the two Junior Model Schools. Questionnaires sent to the teachers have assisted in making the analysis of the present curriculum and methods and the description of the school setting more objective. These questionnaires were designed to elicit from the teachers information concerning their philosophies of education, the content of the curriculum, the methods of instruction and the implementation of the entire existing program in the Junior Model schools.

3. Survey of Recent Literature on Elementary Education. An analysis of relevant recent literature is made in order to have a better understanding of modern concepts of curriculum, methods of instruction and over-all implementation of school program.

4. Observations in the American Community School in Beirut. Sixteen hours of observations were made in grade one of the American Community School, Beirut, Lebanon, for the purpose of acquiring first-hand information and impressions on the curriculum and the methods in

use there.

#### DELIMITATIONS OF THE STUDY

This study is delimited to the Central Government Junior Model School in Frere Town, Karachi, although it touches here and there, for reasons of appropriateness and convenience on the other Junior Model School in Housing Society, Karachi. It deals with the development of a curriculum guide for a school serving children ranging in age from six to ten inclusive, and attending grades one to five in a school having at present accomodation for about a hundred and fifty children and a staff of eight teachers.

## CHAPTER II

### MODERN APPROACHES TO ELEMENTARY CURRICULUM PLANNING

#### THE BASES FOR CURRICULUM PLANNING

Modern approaches to curriculum planning are characterized by their shift from emphasis on the subject matter to emphasis on the growth of the individual child. People like Rousseau (1712 - 1778), Froebel (1782 - 1852) and Pestalozzi (1746 - 1827) were largely instrumental in beginning the change of educational aims to the point of view of the child's interests and capacities. But the man who set the pattern of new education in the twentieth century was John Dewey (1859 - 1952). According to him:

The fundamental factors in the educative process are an immature, undeveloped being; and certain social aims, meanings, values incarnate in the matured experience of the adult. The educative process is the due interaction of these forces. Such a conception of each in relation to the other as facilitates completest and freest interaction is the essence of educational theory.<sup>5</sup>

These three factors, namely the child, the society and the interaction of these two are the focal point of modern curriculum planning.

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<sup>5</sup> John Dewey, The Child and the Curriculum - Chicago: The University of Chicago Press, 1902, PP.7-8 quoted by J. Galen Saylor and William M. Alexander, Curriculum Planning for Better Teaching and Learning (New York 1956), P.113.

So in this chapter the social demands of the country and the nature, needs, interests and developmental processes of children of elementary school age will be discussed.

### Social Demands of the Country

Every country has its special social setting and culture. A child born and brought up in India will take up the ideals, customs and mores of India, an American of America, a Russian of Russia and so on and so forth. This process of socialization for the child begins in the family and expands to other social institutions such as the school, clubs, religious associations, professions, etc., as the child becomes an adult.

Schools as social institutions reflect the values and ideals incarnate in the society. For instance Russians believe in the supreme authority of the State. The primary aim of education is to train the children to serve the State. The people of the United States of America believe in democracy. The primary aim of education for them is the development of the child's potentialities to their fullest extent. The purpose of education is to help the child in living a democratic life.

Both of these countries are highly developed and among the most advanced countries in the world. But a country such as Pakistan, which achieved independence only twelve years ago has demands which differ from those of the more advanced countries. At the time it secured inde-

pendence, Pakistan had an educational system which was established in the interest of a foreign government. Now there is need of an educational system which will meet the changing needs of the country. Mohammad Ali Jinnah, the founder of Pakistan, expressed the country's fundamental needs in the following statement:

Education does not mean academic education. There is an immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and, particularly, well planned industries. We should not forget that we have to compete with the world which is moving very fast in this direction.

At the same time we have to build up the character of our future generation we should try by sound education, to instil into them the highest sense of honour, integrity, responsibility and selfless service to the nation. We have to see that they are fully qualified and equipped to play their parts in the various branches of national life in a manner which will do honour to Pakistan.<sup>6</sup>

Here it is seen that schools are being asked not only to reflect the values of the society but also to improve and build the society. It is an old controversial issue whether the schools should maintain the status quo or should help to bring about useful changes in the country. Many modern educators agree that the school's function is not only conservative but also creative. According to Spears, "Although the school reflects its society, it still has a responsibility to raise that society

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<sup>6</sup> Message of Mohammad Ali Jinnah to the First Educational Conference held in November, 1947 at Karachi.

to better things.<sup>7</sup> This attitude toward the function of education is very appropriate for the conditions in Pakistan. The school is one of the institutions which can help the people of Pakistan to fight illiteracy, poor health, poor sanitary conditions, black marketing and nepotism, and to replace them by better living conditions for all. This can be done if the schools of Pakistan produce youths who have the power of independent judgement in matters of right and wrong, the power of critical thinking, the power of fearless action and a real love and respect for mankind.

#### The Nature and Needs of Children

The traditional conception of education regarded children as passive recipients of facts, imparted to them as a preparation for future life. For instance Locke held the view that the mind of the child was a tabula rasa (clean slate) on which imprints are made. This view overemphasized the part of teaching and neglected the part of learning. The modern view holds children's natures as fundamentally dynamic and active. Children have potentialities for growth. They have needs. They have energy which can be directed into useful creative work through education. Knowledge of children's needs, interests and the growth pattern is of inestimable help to an elementary school teacher, who assumes the responsibility of guiding the children's experiences.

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<sup>7</sup> Harold Spears, The Teacher and Curriculum Planning (New York, 1951), P.38

Development, Maturation and Growth. These words are often used interchangeably. But Beauchamp has given the definition of each separately. According to him, "Development may be considered as the result of all kinds of growth changes as they merge to form a whole organism." "The term \*growth\* may be considered to be descriptive of any organismic phenomenon that is characterized by change." "Maturation is considered to be the achievement of functional capacity. Simply speaking, it is the acquisition of a state of readiness to perform a specific task." <sup>8</sup>

In the following paragraphs general growth characteristics of children of six to eleven - years of age will be discussed briefly. The following description has been summarized from Caswell and Foshay.

The Child of Six to Eight. By the age of six the child is sufficiently able to indulge in the activities needing the use of large muscles, such as jumping, running, riding a tricycle throwing etc. Gradually from six to eight, the child becomes adept at activities involving finer muscular precision such as reading and writing. Here the teacher should be careful to watch for opportunities to introduce the above mentioned skills at the proper time.

Another physical characteristic is the boundless energy which children of six to eight years of age show. They always want to be active, to run, jump, talk and move. It is very difficult for them to sit quietly

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<sup>8</sup> Beauchamp, op.cit., PP. 92-93



even for very short periods of time. They do not know to take rest. The teacher should carefully plan the educational program of children of this age, providing a balance between rest and activity.

Socially and emotionally the child depends in a major way on the parents and home. Before and at the age of six he indulges in parallel play. But as he grows up, he becomes conscious of his own personality and this idea leads him to be concerned with the companionship of his age mates. He plays with the group and also works in groups in the classroom. He is learning to dress and to comb and to wash his hands and face, etc.

Another characteristic is the insatiable curiosity of the child of this age. He is always asking questions and trying to find out the causes. He is especially interested in things around him. He has less actual understanding of things than his knowledge of verbal and overt expressions show. His experiences are limited and the world is large. Misunderstandings and misinterpretations are bound to occur in children of this age in trying to understand the things.

The Child of Nine to Eleven. Evidence shows that this period may be regarded as connection with adolescence, especially for girls, as they reach puberty earlier than boys. Many boys have slowed down in their rate of growth while the girls of the same age have reached the spurt in the rate of growth. Recent studies in the U.S.A. show that the average age

of puberty for girls is in the first half of the thirteenth year. The teacher should be careful to notice the physical and behavioural changes in the children of the last two elementary grades as indications of the "circumpuberal period".

Physically the child of this age shows (1) increased manual dexterity (2) increased strength and, (3) increased resistance to fatigue. He can indulge now for longer periods of time in work demanding finer muscular precision. Physical activities are more purposive than in the case of younger children. If guided properly by the teacher, the child of this age can achieve mastery of many skills.

Socially this is the period which is called the gang age.<sup>8A</sup> The boys and girls form separate small groups. Each one has great loyalty toward his or her group. The interests and ambitions of the group become of great importance for its members to the extent of going against the wishes of parents in matters such as clothing, manners, promptness, etc. But the child still needs the security and approval of his parents.

Intellectually the child is still interested in his immediate surroundings. A child of this age has developed special interests, knows the difference between work and play, can indulge in uninhibited creative work and acquires more mature intellectual ability. The interests of boys include adventure stories working of mechanical things, and nature. The girls are interested in home and school life. A child of this age, if provided opportunities, can do a great deal of creative work such as writ-

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<sup>8A</sup> Ofcourse, not all children of this age, nor children in all societies are permitted(or desire) to form gang - type groups.

ing poems and stories, painting and drawing, etc. He learns to use and locate resource material. He can read and enjoy the vicarious experiences in story books and magazines.

A word of caution is necessary for the teacher here. Though it is true that the teacher should know the common growth characteristics of children at different age levels so as to gear her program to their maturational and developmental levels, it is no less important for her to know that the pattern of development for each child is unique, and children must be studied as individuals. Growth is a highly individualized process and there are great variations from child to child.

Needs of Children. According to L. Thomas Hopkins:

A need represents any disturbance which an individual feels so keenly about that he wants to resolve it in order to achieve a new equilibrium. The movement toward the restoration of equilibrium is search and exploration. The recovery is fulfillment or satisfaction.<sup>10</sup>

Generally needs are classified into two categories: (1) Physical or Biological needs (2) Social or Psychological needs. Blair and others have given the following kind of needs under each heading:

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<sup>9</sup>Hollis L. Caswell and Arthur W. Fosahy, Education in the Elementary School (3rd. ed., New York, 1957), PP.116-128

<sup>10</sup>Thomas Hopkins, Interaction: The Democratic Process (Boston, 1941), P.219 Hopkins, is paraphrasing few lines from John Dewey's Logic The Theory of Inquiry (New York, 1938) P.27

| Physical needs              | Social needs                        |
|-----------------------------|-------------------------------------|
| Need for food, air, liquid  | Need for status                     |
| Need for proper temperature | Need for security                   |
| Need for activity and rest  | Need for affection                  |
| Need for elimination        | Need for independence <sup>12</sup> |
| Sex drive <sup>11</sup>     |                                     |

An educational implication of needs is that those children whose basic physical needs or psychological needs are thwarted or repressed, cannot develop properly and consequently cannot learn efficiently. This is because they feel disturbed and distorted. The teachers should try to provide a school program which recognizes these needs of children. For example, a balanced program of rest and activity, provision of food and refreshment and good toilet facilities are the elements of a good school program. Sigmund Freud and other Psychanalysts have given much importance to the sex drive. They held that frustration of this basic need often causes personality maladjustments. According to Blair and others "small children are curious about sex and should receive straightforward and accurate information from teachers and parents."<sup>13</sup>

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<sup>11</sup> Glenn Myers Blair, et al., Educational Psychology (New York, 1954), PP. 15-17

<sup>12</sup> Ibid., PP. 43-44

<sup>13</sup> Ibid., P. 17

An important aid to the teacher is information about the child's home and community background. There are homes where children do not get proper nutrition and rest or where they lack affection and security from their parents. In Pakistan and especially in Karachi, these conditions exist in many of the homes. The solution of many problems of misbehaviour and maladjustment can be begun if the teachers know how to interpret the behaviours of children.

Interests of Children. According to Blair and others, "Interests are attitudes which cause a person to seek more activities in a given area; they are positive attitudes about selected aspects of the environment".<sup>14</sup> Dewey has defined the term interest in the following statement: "The root idea of the term seems to be that of being engaged, engrossed, or entirely taken up with some activity because of its recognized worth".<sup>15</sup>

From the above mentioned definitions it can be deduced that the child will pursue those activities more keenly which are directly connected with the object of his interest. He will put more effort into his work if he has an interest in it. He has an emotional attachment to it. "When interest is the stimulator, the child feels the inherent demand for continuing and completing the problem even in the face of difficulties".<sup>16</sup>

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<sup>14</sup> Ibid., P. 192

<sup>15</sup> John Dewey, Interest and Effort in Education (Boston, 1913), P.17

<sup>16</sup> Jonathan Murray Lee and Dorris May Lee, The Child and his Curriculum (New York, 1940), P.121

When children enter the elementary school they already have a number of interests but the scope and kinds of interests largely depend upon the home and community environments of the children. A child in Pakistan who has not seen a television set nor heard about it cannot develop an interest in it. Interests are developed only when children have experiences to give rise to them.

There is a strong relationship between interests and needs. Children develop interest in those activities which will satisfy their needs. For instance they need the approval of teachers and parents and consequently they readily develop interests which satisfy this need of approval. Here the cultural pressures also exercise an influence on children. They desire to conform with the ideals and wishes of the culture by developing interests considered desirable by the culture, for instance boys are often interested in playing cricket.

Another factor concerning the development of interests is that children often develop interests in line with their individual talents and abilities, because the chances of success and satisfaction are then greatest. If a child has a talent for music, he may seek all sorts of information about music and may try to develop this interest more and more along musical lines. But this development is also influenced by favourable or unfavourable circumstances and the presence absence of encouragement from adults.

Interests change with the maturity levels of children. Younger

children are interested in their immediate surroundings, in concrete things and persons around them, whereas the interests of the older children become more abstract, specialized and concerned with their self-improvement. For instance older children try to identify themselves with heroes from books or movies whereas the younger children are more interested in their parents and teachers.

The development of new interests and the pursuit of already acquired interests of children has great educational implications for the teachers. The educational program of the school should be rich and varied in providing opportunities for the development of worthwhile educational interests for children. According to Jersild, "The richer the opportunities, the more likely it is that the person will find a way of acquiring interests which are best suited to his particular gifts and which will be most serviceable to him".<sup>17</sup> The cultivation of interests often makes an individual's social life richer, because these interests may be shared with others having the same interests for instance, persons having an interest in botany and in collecting plants may even have correspondence with the people of other countries having the same interest.

#### The Learning Process

Blair and others have defined learning: "Any change of behaviour

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<sup>17</sup> Arthur T. Jersild and Ruth J. Tasch, Children's Interests and what They Suggest For Education, (New York, 1949) PP. 85-86.

which is a result of experience, and which causes people to face later situations differently may be called learning"<sup>18</sup> Thus learning does not mean the learning of lessons only. The child learns values, attitudes, habits and interests, learning continues from birth to death.

Modern educators accept that learning occurs through experience. Thus, the teacher's duty is to provide such experiences as will cause desired changes in the behaviour of children. The experiences should be selected with great care to meet the needs of children and their societies.

Dewey emphasized the idea of learning by doing and the fact that learning is an active process. It has been said that the nature of a child is fundamentally active and dynamic. The learning takes place when the child himself engages in the activity and carries out the experience. He needs guidance and direction, but he should undergo the actual experience himself; it is not sufficient that he hear or read about it.

No two persons have the same experience of a thing. Each one perceives the thing against the background of his own knowledge and previous experiences. It is necessary for the teacher to know as much as possible about the child's previous experiences and to start the learning from where the child is at present. According to Spears:

Today we begin with the student, first determining where he stands in respect to the particular area

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<sup>18</sup> Blair et al., op.cit., P.93



in which we are working, and then, using all the teaching ingenuity that we can muster, we begin the long and tedious climb up the trail with him, going just as far as he can go.<sup>19</sup>

Organization and Relationship in Learning. Another fact about learning is that it is more effective and retained longer if there is organization and relationship in learning experiences. Separate and unrelated facts are difficult to learn and retain. One of the weaknesses of the separate subject curriculum is that it fractionates learning. In actual life an individual reacts to a situation as an integrated total personality using knowledge which cuts across many subject lines. So in newer approaches to curriculum planning much emphasis is placed on relating and organizing the learning experiences in such a way as to make them meaningful for the children and related to their daily life problems. Functional learning takes place when children see the meaning in what they are learning and can apply it to their daily life problems.

The Type of Learning Experiences Desired For Children. The preceding section states that the learning experiences should have a direct relation to the lives of children and that the lives of children are not separated from the social setting and culture of the country in which they live. Caswell and Foshay have stated this in a very forceful manner:

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<sup>19</sup> Harold Spears, Some Principles of Teaching (New York, 1949), P. 39

No longer is mere literacy adequate; no longer will study of Indians and Eskimos suffice. If we are to save our soil and use our coal and oil and forests wisely; if we are to extend individual rights guaranteed by democracy to minority groups; if we are to protect our government from subversive acts; if we have to have an adequate diet; if we are to protect life on our high ways; if we have to meet the multitudes of problems which our country faces, instruction in our schools must be so organized as to call them to direct attention.<sup>20</sup>

Maturation and Learning and the Learning Readiness Program. According to Saylor and Alexander, "Maturation and learning are somewhat interdependent. That is, the level of maturity determines readiness to learn, but the influence of previous learning is a factor in determining the extent of maturity".<sup>21</sup> For instance, a teacher knows that a certain child is mature enough to start learning reading at some particular time. She determines extent of his readiness for learning on the basis of child's previous learning such as his learning of verbal vocabulary, learning of some words by sight, etc. She knows now the child has sufficient readiness to start formal reading.

This fact of interdependence of maturation and learning has great educational implications. Children of the same age greatly vary in their maturity levels. In each grade the teacher finds three or four groups in reading, calculating and writing abilities. Observations in grade one of the American Community School in Beirut, revealed that there were three

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<sup>20</sup> Caswell and Foshay, op.cit., P. 273

<sup>21</sup> Saylor and Alexander, op.cit., P. 195

groups of children. One group of children was able to read only from charts and big picturebooks, the second group was reading easy text books and the third group was able to read from advanced books. Similarly in grade three a teacher may find some children having the reading ability of grade two and some having an ability of grade four or above.

Besides maturation home backgrounds influence the children a great deal in determining their readiness for learning. Children who come across a lot of educational material such as books, magazines, pictures, etc., and have more chances to meet educated people and to travel abroad, as a rule will have more learning readiness than the children who are devoid of these priveleges.

In modern education all the children in a class are not forced to read the same text books or given the same assignments. Instead the teacher tries to appraise the standard of readiness of each individual child in her class and to prepare the child gradually for the expected standard of the class. The learning readiness program is considered one of the parts of the curriculum, and according to Blair and others "Readiness training does not stop as the child enters first grade, but should be continued in the first grade and even on into high school for that matter."<sup>22</sup>

Motivation and Learning. Motivation and learning are closely related. One often hears teachers say, "oh if only the children were

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<sup>22</sup>Blair, et al., op.cit., P. 145

motivated".<sup>23</sup> This process of motivation leads the children in learning certain things with enthusiasm and interest. Blair and others have defined motivation as a process in which the learner's internal energies or needs are directed toward various goal objects in his environment.<sup>23</sup> In this definition concentration is on the needs of children, because the motives arise out of basic needs. For instance, a child makes funny faces in the class. His motive is to make the children laugh and in this way to get the attention of his classmates and to satisfy a need for recognition.

Usually praise, blame, punishments, rewards, competitions, honours and grades are used to motivate the children in schools. But these techniques should be used with discretion. Sometimes the child's sole object becomes gaining the reward, and in order to gain it, he carries out even very difficult activities. But as soon as he gains the reward the interest in the activity is forgotten. On the other hand is the child who feels the worth and significance of a certain task as well as the reward gained by achieving the task. For instance, there is a girl, interested in sewing a frock whose sole object is to achieve the doll promised by the teacher. There is another girl who finds the achievement of preparing a frock more interesting and useful than receiving a doll for it. The teacher should try to help children in having the latter type of motivation.

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<sup>23</sup> Ibid., P. 151

## NEWER CURRICULUM DESIGNS

The separate subject curriculum design is the oldest and most traditional type of curriculum design, and comes from the time of Plato. Many newer approaches to the organization of the curriculum have been made in the last century. Some of them, such as the broad-fields curriculum design or the fused or integrated curriculum are modifications of the separate - subject curriculum, and some of them, such as the curriculum based on the needs and interests of children are quite new approaches to curriculum organization. Saylor and Alexander in their book "Curriculum Planning", have discussed four curriculum designs, that is (1) Subject-matter organization (2) Broad Field organization, (3) Social Function organization and, (4) Organization based on the interests, needs and problems of learners.<sup>24</sup>

It is felt that the Broad Field design is the most appropriate for Pakistan's curricular development at present, and it is therefore elaborated below:<sup>24A</sup>

The Broad Field Type of Curriculum Design. According to Saylor and Alexander's definition:

The broad field design eliminates the sharp demarcations that exist in the traditional subjects, it seeks rather to bring together into a broad organization of the subject matter the knowledge and understandings pertinent to a

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<sup>24</sup> Saylor and Alexander, op.cit., PP. 245-304

<sup>24A</sup> The Broad Fields design is chosen because it requires less drastic changes in the existing structure and appears to fit Pakistan's children and its society.

whole area of study. It represents an effort to "fuse" and "integrate" (two terms that have been used in curriculum planning) the subject matter of closely related disciplines or school subjects. Strictly speaking, it is a subject approach, but one in which the basis of selecting and organizing subject matter is different from that used in the traditional subjects.<sup>25</sup>

So in this design subjects such as history, geography and civics are combined in the area of social studies, reading, writing, grammar, spelling, etc., in the area of language arts, music, art, handwork combined together are called creative arts. This type of curriculum organization is used in many of the schools of the United States of America.

#### SOME MODERN TECHNIQUES FOR GUIDING THE EXPERIENCES OF CHILDREN

##### Unit Method

It is difficult to say that unit teaching is a method of teaching. It is both an organization of learning experiences and a method. According to Dr. Lavone Hanna, and others, "A unit or unit of work can be defined as a purposeful learning experience focused upon some socially significant understanding which will modify the behaviour of the learner and will enable him to adjust to a life situation more effectively".<sup>26</sup> In this way of organizing the learning experience a topic of significance appropriate to the maturity levels of the children is chosen. For instance

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<sup>25</sup> Ibid., op.cit., PP.265-266

<sup>26</sup> Dr. Lavone A. Hanna, et al., Unit Teaching in the Elementary School (New York, 1956) P.101

a unit on "The Refugee Problem" for grade five of a school in Karachi, Pakistan is appropriate for children. A unit can be planned on the following outline:

1. The aims and objectives stated in terms of behavioural changes desired in children as a result of the unit.
2. The possible activities through which the goals can be achieved.
  - a. Initiatory activities
  - b. Developing activities
  - c. Concluding activities.
3. Techniques of evaluation to be used for evaluating the progress of children.
4. A list of material and equipment such as books, charts, pictures, films, filmstrips, etc., used for the unit.

This is the tentative outline made by the teacher. The actual activities are carried out by children. They share in planning the unit, carrying it out and evaluating their progress. A unit of work has the following characteristics, as given by Dr. Hanna and others:

1. It possesses cohesion or wholeness
2. It is based upon the personal social needs of children
3. It cuts across subject lines
4. It is based upon modern concept of how learning takes place

5. It requires a large block of time
6. It is life-centred
7. It utilizes the normal drives of children
8. It takes into account the maturational level of the pupils
9. It emphasizes problem solving.
10. It provides opportunity for the social development of the child
11. It is planned cooperatively by teachers and pupils.<sup>27</sup>

A unit of work has the following advantages, according to Dr. Hana and others:

1. It provides for the inter-relatedness of subject-matter
2. It satisfies the innate drives of children
3. It provides opportunity for the functional use of skills
4. It provides for democratic group living
5. It provides for individual differences.<sup>28</sup>

In the school where the unit plan is used, the teachers usually prepare resource units at the beginning of the school year, and develop units from them. A resource unit is developed around some big problem or topic and contains a lot of ideas, suggested activities, materials and procedures to help the teachers to plan units. The general framework

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<sup>27</sup> Ibid., pp. 103-112

<sup>28</sup> Ibid., pp. 112-124



of a resource unit and unit of work is the same with the difference that a unit of work is prepared for a particular age group and is more specific and limited than a resource unit, which gives many possible activities, evaluation techniques, and a long list of materials. The development of resource units is very useful and handy for the teachers. Dr. Hanna's book, "Unit Teaching in the Elementary Schools" is helpful in developing resource units and units of work.

#### Dramatic Play

Children naturally play and imitate adults in their play. Small girls assume the role of mother when they play with dolls, put them to sleep, change their clothes and wash them. Boys spontaneously assume the role of a doctor, storekeeper, policeman, thief, constable, pilot, etc. This play reveals their ideas about adults and the adult world.

This type of play is utilized by the teachers for educational purposes. There are many occasions in units of work when children may learn through dramatic play. It is used to help children to clarify their ideas about people, processes and things. The teacher informally observes them and corrects their misunderstandings.

#### Grouping the Children According to Their Abilities

Ability grouping in the elementary schools is usually done in language arts and number work. In each grade children differ in their

reading, writing and calculating abilities. Thus in a class of twenty five or more children three or more groups, each having children of nearly the same abilities and maturity levels are formed to facilitate learning and teaching. It is not possible to pay individual attention always, and it is not efficient to give the same assignments to all. According to Foshay and Caswell, "In almost any classroom effective guidance in reading will require two or three groups of people,..... The use of groups such as these should be flexible, temporary and related to particular activities, the normal expression of plans of work developed with the children."<sup>29</sup>

#### Committee and Other Small Group Activities

In a democracy cooperation, tolerance of the ideas and opinions of others and acceptance of criticism are very desirable attitudes to be cultivated in children. In the traditional type of school where recitation is the major feature of learning, children do not have sufficient opportunities to learn these attitudes. But in newer methods of instruction children of one grade are often divided into groups and committees of seven or more to work on some project, to solve a problem or to work for some common cause. A chairman or leader is chosen by the vote of the majority and is held responsible for his committee's work and its final report. All the members of the group contribute their shares toward the solution of the problem. The careful teacher observes that each child is

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<sup>29</sup> Caswell and Foshay, op.cit., P. 344

taking part and that no one is overly aggressive or shy. The development of attitudes such as cooperation, friendliness and tolerance are considered as important as the solution of the problem. Children learn the skills of leadership and group cooperation.

#### Use of Audio Visual Aids

The senses most used in learning are visual and auditory. So appeal should be made to these senses in educating the child. According to Wittich and Schuller:

Regardless of the number and nature of mechanical devices for facilitating effective learning and teaching the major ways in which human beings learn still seem to be seeing and hearing, looking and listening. It must eternally be realized by all those responsible for education that the basic function of the audio-visual materials is to enable learners to see and hear, look and listen more fully and discriminatingly and with greater comprehension.<sup>30</sup>

Much emphasis is placed in newer methods of education on the use of audio-visual materials such as the chalkboards, films, filmstrips, tape recorder, radio, graphic materials, models, etc., to make learning easier, more interesting and effective.

#### Some Modern Evaluation Techniques

Twenty or thirty years ago measurement was the word used in place of evaluation. Hundreds of tests were constructed to measure the intel-

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Walter Arno Wittich and Charles Francis Schuller, Audio Visual Materials Their Nature and Use (2nd. ed., New York, 1957)  
P. XIX

ligence and mental abilities of children and also their achievement in school work. All these tests were scored in quantitative terms. Afterwards tests such as personality tests, interest inventories, attitude tests were constructed and the term evaluation which was more inclusive and wider term than measurement was used. Krug writes that evaluation, "means the gathering, recording and interpreting of evidence on student growth in educational objectives."<sup>31</sup>

The first thing in the process of evaluation is the consideration of goals and objectives which were set for the children. The evaluation is done in the light of the desired objectives. For instance if the teacher wanted her children to understand and follow the rules and regulations maintained in the school or to get along sociably with the classmates, she will use some suitable technique to evaluate their social behaviour such as socio-metric test or attitude test. In the same manner, to evaluate the progress of children in a certain skill, she will devise some tests which will evaluate each child's progress in that skill. The teacher evaluates the physical, social, emotional and academic growth of children through various techniques and gets a picture of the all-round development of each child. Some of the common evaluation techniques are observations, true-false tests, multiple choice tests, matching tests, completion or recall tests, situation tests, open ended questions, and socio-metric tests, etc.<sup>32</sup> Teachers can construct these tests themselves.

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<sup>31</sup>Edward A. Krug, Curriculum Planning (New York, 1950), P.252

<sup>32</sup>Dr. Hanna et al., op.cit., PP. 362-387

Printed achievement tests, intelligences tests and attitude tests are also available, when comparison with an established norm is desired.

### Assignments

In the traditional method of teaching, the assignments are completely determined by the teachers. They assign certain questions, problems or tasks to the children without any consultation. But in newer approaches assignments are planned by the teacher and children together. According to Klausmeier and others, "Each pupil needs to know what is to be done next, why it is to be done, and how he can prepare for it. This has long been called the assignment.<sup>33</sup> Much emphasis is placed on pupil participation in planning the experience, carrying it out and evaluating it. It is the pupil who is most important in the learning situation. According to Blair and others the assignments should provide for individual differences and should arouse interest.<sup>34</sup>

Three types of assignments have been identified by Klausmeier. They are (1) Individual assignments, (2) Achievement level assignment, and (3) Flexible assignments.

Individual Assignments. This type of assignment is a characteristic of the Dalton plan of teaching. Each child has a contract for a

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<sup>33</sup>Herbert J. Klausmeier, et al., Teaching in the Elementary School (New York, 1956), P.154

<sup>34</sup>Blair et al., op.cit., P.233

specified period of time. Each child progresses at his own rate in all the experience areas. This type of assignment can be used in small classes when the teacher has a lot of material handy for the differing abilities of different children.

Achievement - Level Assignment. This type of assignment may be used when children are grouped together on the basis of achievement levels in instruction areas such as language arts and arithmetic. Children are given simpler or more difficult problems to solve according to their achievement levels. The teacher works with each group according to its level.

Flexible Assignments. This type of assignment gives individual children freedom and responsibility to choose some activity or work from among various activities and to plan how much work is to be done and how well it must be done. The teacher has to be careful to observe that each child selects an appropriate assignment according to his ability. In this way the rapid worker will work quickly and gather much information while the slower ones will go at their own speed. The teacher helps and works with each child separately.<sup>35</sup>

#### D I S C I P L I N E

The conception of discipline is quite changed in the newer ideas

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<sup>35</sup>Klausmeier, et al., op.cit., PP. 154-158

of education. It is no longer considered as classroom order. Psychological findings indicate that children have drives to be active, communicative and to play. It is almost impossible for them to sit silent and without moving for a long time. It is also realized that every action of a child has a cause. An aggressive and bullying child may be making up for some unmet need at home. The teachers try to discover the causes of disciplinary problems. According to Spears, "The type of order needed in a classroom is in direct relationship to the nature of the work to be done at the moment..... The atmosphere will range from almost complete silence to a businesslike hustle and bustle that always resembles confusion".<sup>36</sup>

#### OUT-OF-CLASS ACTIVITIES

As the curriculum is considered the sum total of all the activities and experiences that children undergo in the school under the guidance of the teachers, plans should be made as carefully for out-of-class activities as for classroom work. According to Caswell and Foshay:

The school should plan quite as carefully for the child's recreation program, for such general activities in the school as assemblies, school gardens and the like, for health service, and for clubs, as it does for the classroom aspects of the curriculum.<sup>37</sup>

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<sup>36</sup> Spears, Some Principles of Teaching, PP.68-69

<sup>37</sup> Caswell and Foshay, op.cit., P.272

These activities if organized well and guided properly by the teachers can yield very good results. They help the school to achieve the objectives set for the children. Through taking part in these activities, children learn to cooperate, to take responsibilities, to develop their creative interests and to form good habits. Children come together though these activities, they gain knowledge and information and their basic skills are also developed. They learn how to organize and carry out certain tasks and programs. These activities are now considered a very important part of the school program.

#### PHYSICAL ENVIRONMENT

The physical environment of the school includes such aspects as heating, ventilation, lighting, room decoration, food and water services, instructional materials and equipment and other surroundings.

Emphasis should be placed upon variety, flexibility and novelty in the school environment. Usually in good schools there is a library, reading room, a science laboratory, an art room, a sick-room, a lunch room, a good play ground, a garden, etc. Flexible and moveable equipment is considered best. According to Stratemeyer and others:

The classroom environment itself should be stimulating. A science corner, a sharing table, a bulletin board for current events items, an aquarium, a terrarium, a library table on which new books are displayed, a poets or writer's scrapbook or special bulletin board, a puppet theatre, paints, clay, a play corner for younger children, these



and many others enrich the school lives of learners in the elementary grades.<sup>38</sup>

Most of the above mentioned things and many others such as sleeping mats, flannel board, plastic tea and dinner sets, a chest for keeping small pet animals, sink, piano and book shelves were present in grade one of the American Community School in Beirut.

In addition to the physical environment of the school, the social climate of the school should be friendly, genial and democratic. Good relationships among teachers, between teachers and the headmistress, and between children and the teachers are highly desirable in modern schools. The emotional stabilities of children and teachers are as vital as any other factor in the school situation.

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<sup>38</sup> Florence B. Stratemeyer, et al., Developing a Curriculum for Modern Living (New York, 1957), P. 419

## CHAPTER III

### THE MODEL SCHOOL AND ITS SETTING

#### SOCIAL CONDITIONS IN KARACHI

According to the Pakistan Publications, Pakistan 1957-1958

Karachi has acquired a unique position as the Federal Capital of Pakistan. Being the only port which handles the entire bulk of west Pakistan's imports and exports, it has grown up to be the biggest centre of trade, commerce and industry. In consequence the population of Karachi has during the last 11 years swelled to nearly two million as compared to about 300,000 immediately before Independence.<sup>39</sup>

Actually the population is near four million at present, and it is continually increasing.

Before Independence Karachi was a favorite place for British people. It had broad and neat roads, multi-storied buildings and grand markets. Due to the influx of a great number of refugees, many "refugee colonies" came into existence. Some of these colonies were developed and planned by the Central Government for the refugees and some of them were constructed and rehabilitated by the refugees themselves within their financial means. Here most of them live in "Juggis" (Houses made of canvas).

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<sup>39</sup> Pakistan Publications, Karachi, Pakistan 1957 - 1958  
(Karachi, 1958), P. 259

These colonies are the dirtiest places in Karachi with deplorable sanitary conditions and very little electric and water supply. These juggis are overcrowded with people.

On the other hand there are nice, neat and decent areas like Nazimabad, Housing Society, Frere Town and Clifton. In these areas there are large, modern residential buildings set in gardens. Many of the buildings are spectacular. The roads are good and there are facilities for electricity and water. The cream of society lives in such sections of the city.

The standard of living varies according to the education and profession of people. There are government employees,<sup>39A</sup> businessmen, labourers, drivers of taxis, buses, rickshaws and motor rickshaws, domestic servants and private school teachers. There are Pakistani employees in foreign firms and embassies at Karachi also. Karachi is a very cosmopolitan city. People of many religions, nationalities and provinces are found there. There are refugees from different provinces of the sub-continent such as the Hyderabadis, Punjabis, Upidis, Bhopalis, Bengalis and ofcourse the native Sindhis, all speaking different languages and wearing different types of clothing. Besides the majority of Muslims, there is a minority including Christians, jews, Zoroastrians and Ismailians. There are a number of Americans, Britishers, Chinese and Japanese people. Karachi has all the foreign embassies, so a number of people from other nationalities are found there.

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<sup>39A</sup> Government employees include doctors, engineers, teachers, clerks, secretaries, etc.

The government of Pakistan is trying its best to industrialize the country. Karachi is also developing fast. It has many big areas such as Maleer , Mangopeer, Drighroad, Landhi and Bara Maiden in which most of the factories, mills and industries are located. Karachi has industries for Plastic, Glass, Soap, Drugs and Chemicals, Cement and Textile. The Pakistan Industrial corporation started in the year 1952. It has helped the industries to develop through investments and development plans.

This great industrialization has been reflected in the markets of Karachi. Karachi has large and busy markets such as Bolton Market Khaghzi Bazar, Empress Market and Bunder Road Market. There are neat, big and decent markets such as Victoria Road, Elphinston, Macleod Road and Bundar Road. There is very heavy traffic in the evenings near and around these places and a great variety of transportation is found. There are government buses, taxis, private cars, motor rickshaws, auto-rickshaws, scooters, motor cycles, cycles, victorias, tongas and donkey and camel carts. There are also railways, aeroplanes, ships and many kinds of boats.

Karachi has big government buildings such as the Sind Assembly Hall, The President's House, The Pakistan High Court, The Radio Station and the various ministries. It has big government hospitals such as Jinnah Hospital, Civil Surgeon Hospital, Navy Hospital Civil Hospital, etc., Karachi has Karachi University, nineteen colleges, one hundred and twelve secondary schools, three hundred and eighty three government and

government-recognized schools and approximately four hundred private elementary schools. Karachi has some big hotels such as the Metropole, the Beach Luxury and Taj Hotel, and restaurants such as Shezan and Zelins. There are parks and gardens such as Clifton Gardens at the beach, Frere Hall with national museum in it, and Gandhi garden with a zoo in it. In short Karachi abounds with opportunities for first hand educational experiences.

#### ELEMENTARY EDUCATION IN KARACHI

At present Karachi has three types of elementary schools, (1) Government primary schools, (2) Government Recognized Schools, and (3) Private schools. The number of the first two types of schools is two hundred and eighteen and one hundred and sixty five respectively, making a total of three hundred and eighty three. The number of private schools is not known accurately because in Karachi each day in some area a new school pops up. A conservative estimate is that there are perhaps four hundred private schools.

The government primary schools, according to the medium of instruction used in them, are divided as follows:

TABLE I

NUMBER OF GOVERNMENT PRIMARY SCHOOLS IN KARACHI DIVIDED  
ACCORDING TO THE MEDIUM OF INSTRUCTION USED

| Medium of Instruction | URDU | SINDHI | GUJRATI | BENGALI |
|-----------------------|------|--------|---------|---------|
| Number of Schools     | 149  | 53     | 15      | 1       |

The government primary schools are under the Directorate of Education of Karachi and are supervised by the Deputy Inspectress, Miss A.J. Basheer-eruddin, who took her M.A. in education from the American University of Beirut. Information presented about these schools has been obtained through her. These schools are from grade one to four. At the end of the fourth grade there is a Board Examination from the Directorate. The syllabus issued by the Directorate is followed in these schools. The syllabus is prepared along modern lines to some extent, but its proper implementation is doubtful, because the teachers of these schools are not well qualified to guide the educational experiences of children. The minimum qualifications for teaching in the government primary schools is either the completion of the eighth grade and two years of teacher's training or one year's teacher's training after matriculation. Matriculation occurs after the tenth grade, which is the tenth year of formal schooling. The matriculate is presumed to be ready to enter a degree college and to obtain his Bachelor of Arts Degree (or equivalent) after four more years.

But due to the shortage of trained teachers nearly one third of the staff of these schools does not have any professional training at all. There are 2112 trained teachers and 920 untrained teachers in these primary schools at present. This staff serves a total pupil enrollment of 97,346, making an average pupil - teacher ratio of 32 to 1.

The basic salary of these teachers is Rupees 60 (\$ 12) per month plus the fixed government allowances. Their total salary amounts to between one hundred and hundred and twenty five rupees per month which in U.S. Dollars amounts to \$ 20 to 25 per month at the official rate of exchange.

These schools are administered on a double shift system in the morning and afternoon due to the shortage of buildings and accommodations. Most of the schools are non-coeducational schools. The buildings and equipment are not suitable for the needs of a good educational program.

Government Recognized Schools. These schools are operated by foreign missions, businessmen, ministers of the central government and others. These include some of the best and oldest schools such as St. Joseph school, Grammar school and St. Laurance school opened by the British people for their children. There are other new and well-equipped schools which were recently recognized by the government, such as Happy Home and Model Nursery and primary schools, with an enrolment of nearly one thousand children each. All these schools are registered by the

government and in some cases given grants of money by the government. These schools are not obliged to follow the syllabus from the Directorate of Education. They have their own administration and organization, but are inspected by the government from time to time.

Private Schools. These schools are operated mainly on a commercial basis. The increase in the population of Karachi in the last twelve years created a need for many more schools. The previous government did not object to the opening of these schools, though they are operated to earn money for their owners. But the new government which came into power in October, 1958, headed by Major General Ayub Khan as the President, is checking and making investigations about the quality of education and the fee charges in these schools, and these schools, if found satisfactory, will be required to register with the government. These schools often call themselves by romantic and charming names such as Greenwood, Greenland, Windsor, Aunt Tessy\*s, etc. They try to copy the Cambridge system of education with English as the medium of instruction. This type of school is multiplying rapidly and a new signboard is found almost every day on some building or other.



## SPECIAL POSITION OF THE MODEL SCHOOLS

Reasons For The Schools

The model schools do not come under any of the three categories of schools mentioned above. These schools were opened by the Ministry of Education of the Central Government of Pakistan for the following reasons:

1. The quality of education in the government primary schools was not regarded as good enough due to the poor academic qualifications of the teachers and the lack of other facilities.
2. The good private schools charged very high fees which were very difficult for the parents to pay, and, even so, in some of the schools the quality of education was not good.
3. There was a shortage of schools due to the increasing demands of a rapidly growing population.

The Ministry of Education decided to open these schools to provide an improved, inexpensive, and modern type of education for a number of children of the Federal Capital. If these schools proved successful, other schools of a similar type would be opened. In this sense these schools are experimental schools.

Children, Parents and Staff

According to the information, received from one of the teachers of the Junior Model School, Frere Town, in a personal letter to the writer dated 20th March, 1959, the number of children in the above mentioned school is one hundred and fifty six. The information presented in the following section has been obtained through the same source. Most of these children belong to middle class families of Karachi, a few to upper class and a few to lower class families.

The middle class people consist of the educated people such as class I and class II government employees, private doctors and ordinary businessmen. By upper class is meant the higher government officials such as secretaries, deputy secretaries; joint secretaries to various Central Government Ministries, big business magnates and the cabinet ministers. The lower class people are the class IV government employees, primary school teachers, manual workers, policemen, constables, etc. The number of children in each class of the Model School according to the socio-economic status of their parents is shown in table II.

TABLE II

NUMBER OF CHILDREN IN THE JUNIOR MODEL SCHOOL SHOWING  
THE SOCIO-ECONOMIC STATUS OF THEIR PARENTS

| Grades | Upper Class | Middle Class | Lower Class | Total     |
|--------|-------------|--------------|-------------|-----------|
| I      | 6           | 18           | 6           | 30        |
| IIA    | 2           | 14           | 1           | 17        |
| IIB    | -           | 15           | -           | 15        |
| IIIA   | 3           | 15           | 2           | 20        |
| IIIB   | 4           | 12           | 3           | 19        |
| IVA    | 3           | 12           | 2           | 17        |
| IVB    | 3           | 12           | 2           | 17        |
| V      | <u>2</u>    | <u>17</u>    | <u>2</u>    | <u>21</u> |
| TOTAL: | 23          | 115          | 18          | 156       |

As the majority of children fall in the category of middle class people, the ways of living and the values held by middle class people of Karachi will be discussed briefly.

Middle Class Families. Most middle class parents live in areas which have running water and electric facilities, such as Bundar Road, Jahangir Road, Garden Road, and Cantonment Station. Living conditions in their houses, if not good are at least relatively satisfactory. These

middle class people try to maintain a decent standard of living, to keep their houses clean and their children well dressed. They have, on the average, one servant. They always aspire for higher standards, which they find very difficult to attain due to their limited incomes and resources. They try to give their children a high school education, and, if possible a college education. They try very hard to give their children better opportunities in life than they themselves had. These ideals sometimes produce great difficulties for these parents, especially the fathers, who support the family in most cases.

Children of these families live in an environment where they can hear world news and are aware of educational matters. Many of their elder brothers and sisters attend schools and colleges. They come into contact with books, magazines and newspapers. A number of them have radios in their homes. They know about the markets and other main places of Karachi as they live in the central part of Karachi.

They have a number of interests. Most of the boys are fond of cricket, the national game. They show great interest in the cricket matches held between different countries. The girls are fond of collecting and playing with dolls. Many of the children collect butterflies, leaves, stamps, coins, pictures, silver papers, comics and toys.

In their physical growth most of them are average. Some of them are under nourished. In Karachi where food and materials for clothing are costly, some of the middle class parents cannot afford good food. Most of the

middle class people are more concerned about appearances and clothing than about a healthy diet for the family. They do not pay much attention to infectious diseases such as colds, measles, mumps and skin diseases, or take any preventive medical measures. The children thus often suffer from these diseases.

Children of Upper Class Families. Children of upper class people enjoy a richer environment. They have better food, greater variety in educational material, travel and better housing facilities. Other things being equal, they have more knowledge and information. Most of them are better in health. They have relatively more toys, play materials and good and comfortable clothing. Some of the parents of these children even have their own cars.

Children of Lower Class Families. The lower class children have a poorer and more limited environment. They live in overcrowded houses and come into far less contact with educational material and educated people. They get little nourishing food. They are shabbily dressed. Their homes often do not have electricity, running water and good sanitation. For these reasons some of them are weak, malnourished and emotionally disturbed.

Teaching Staff of the School. The teaching staff of the school consists of eight teachers. Two of them are trained M.As, four of them are trained B.As, one of them is a trained B.Sc and one is a physical

education teacher having a diploma. The range of their teaching experience is from four to ten years and averages seven and a half years. They have interests in teaching, reading, housekeeping, gardening, music and fine arts. They were asked to give their reasons for selecting the teaching profession by means of personal letters to them. Without exception their answers were that they teach in order to serve their country and to benefit the children.

All of these teachers belong to the middle class. They come from educated families. There is little difference between their home backgrounds and that of the middle class children described above. Most of them originally are from the different provinces of India, and are immigrants as are the parents of the children. Their ideas about education and their teaching methods will be discussed in Chapter IV.

#### Cultural Factors Influencing the School

According to Spears, "Any school system is a part of - and consequently reflects - the unique cultural setting of its society"<sup>40</sup> A Pakistani school having a staff and children from middle class people of Karachi reflects their values and practices to a great extent. Some of typical values held by the middle class people which affect the school administration are given below.

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<sup>40</sup> Harold Spears, The Teacher and Curriculum Planning P.31

In Pakistani society the two sexes usually do not mix together in social life. There are separate institutions for both of them.<sup>41</sup> This value is reflected in the hesitation on the parts of women teachers to have meetings with the fathers of children. They are forbidden by the headmistress to speak to the parents without her knowledge. The teachers never go to the children's homes.

Another cultural value held is the strict discipline and obedience expected from children, juniors and servants. The children are expected always to sit silently in class, and any disobedience is abhorred. This is in great contrast to the American type of education, where a friendly atmosphere frequently prevails and all kinds of people are treated on a more equal basis. In Pakistan the class IV servants are expected to show their subservience to their employees and to the teachers, and a teacher loses status if she is friendly or on equal terms with them. This sometimes produces a rebellious spirit in the employees and a dislike for the boss. Bossing is quite in vogue.

Though equality, tolerance, justice and such other qualities are much stressed by the government of Pakistan, in actual practice higher and upper class people and children are treated in a more respectful manner and more attention is paid to them than to the middle class and lower class people. For instance if a child of a minister or a director is studying in the school, teachers will be asked to take special care of him

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<sup>41</sup>The Junior Model School is unique in that it is a co-educational school, planned to be run on modern lines.

and to treat him especially nicely. In this way upper class people have an influence over the school. This respect and care for higher class people has two aspects. First, as the high official has influence and authority in certain government departments, he can cause trouble for the school if his child is not treated well and not given good grades. Secondly, if he is satisfied and happy, he may help the school financially or otherwise. This does not mean that the other children are not treated well, but only that they do not receive that extra care and attention which their more fortunate classmates enjoy. Accordingly, middle class people are under the influence of higher class people, and naturally aspire to be like them.

#### Physical Plant

The school is situated near the seaside in the neat and clean area of Frere Town. The population of this area consists of many foreign embassy people, big business people, and navy and railway officers. This area has relatively large buildings with lawns and gardens. The school has in its vicinity a police station, the Cantonment Railway station, the Pakistan Navy Headquarters and Navy Hospital, Frere Hall, Clifton Beach and the Clifton Gardens and the Post and Telegraph Office.

The school is a two-storey building. It contains fourteen rooms in all, plus three toilets. Eight of the rooms are used as classrooms, one as a library, reading room, film projection room and staffroom, one as an assembly and art and display room, two smaller rooms as storerooms,



and the other two for the head mistresses office and her secretary's office. Here it will be helpful to report the answer of the twelve teachers (six from the Junior Model School, Frere Town, and six from the Junior Model School, the Housing Society Area). There are eighteen teachers in both the schools, but only twelve of them answered the questionnaires sent to them, and some of these twelve have not answered fully. "No response" column has been added to indicate this fact.

TABLE III

EVALUATION BY TEACHERS OF THE SCHOOL ENVIRONMENTS  
AND SCHOOL SERVICES OF THE TWO  
JUNIOR MODEL SCHOOLS

| To Be Evaluated           | Excel-<br>lent | Good | Satis-<br>factory | Somewhat<br>Unsatis-<br>factory | Poor | None<br>Exists | No<br>Response | Total |
|---------------------------|----------------|------|-------------------|---------------------------------|------|----------------|----------------|-------|
| Sizes of Classrooms       | 5              | 3    | 1                 | 3                               | 0    | 0              | 0              | 12    |
| Drinking Water<br>Service | 1              | 3    | 3                 | 3                               | 1    | 0              | 1              | 12    |
| Sanitary Conditions       | 4              | 1    | 2                 | 3                               | 1    | 0              | 1              | 12    |
| Play Ground               | 0              | 0    | 1                 | 5                               | 4    | 2              | 0              | 12    |
| Sick Room                 | 0              | 0    | 3                 | 4                               | 0    | 4              | 1              | 12    |
| Lunch Room                | 0              | 0    | 0                 | 0                               | 0    | 11             | 1              | 12    |
| Staffroom                 | 0              | 2    | 9                 | 1                               | 0    | 0              | 0              | 12    |
| Art Room                  | 1              | 2    | 5                 | 1                               | 0    | 3              | 0              | 12    |
| Toilet facilities         | 3              | 2    | 6                 | 1                               | 0    | 0              | 0              | 12    |
| Refreshment               | 0              | 0    | 4                 | 2                               | 0    | 5              | 1              | 12    |
| Library                   | 0              | 2    | 5                 | 5                               | 0    | 0              | 0              | 12    |

| <u>To Be Evaluated</u>   | <u>Essen-<br/>tial</u> | <u>Desir-<br/>able</u> | <u>Some-<br/>what Un-<br/>desirable</u> | <u>Undesir-<br/>able</u> | <u>No<br/>Response</u> | <u>Total</u> |
|--|------------------------|------------------------|---|--------------------------|------------------------|--------------|
| A doctor or nurse on<br>the staff is                                       | 8                      | 4                      | 0                                       | 0                        | 0                      | 12           |
| A medical examination<br>of children at the<br>beginning of the year<br>is | 9                      | 3                      | 0                                       | 0                        | 0                      | 12           |

Though the buildings of the two Junior schools are different they appear to have the same problems of playground, sickroom, lunchroom, etc. Most of the teachers have no complaint about the sizes of the classrooms, drinking water service, sanitary conditions, toilets, staffroom and the library. Regarding sickroom, art room, refreshment and palyground some teachers have checked in the "none exists" column while the others have checked under other columns. The reason of this is that actually there is no definite sickroom or arrangement for refreshment. Any one of the rooms is used as a sickroom when the occasion demands it. There is no provision for refreshment at all. The Junior Model School in Housing Society Area has a nice art room, but the Junior Model School in Frere Town area has no separate art room, so the teachers of the latter school have checked in the "none exists" column. There is no proper play ground in either school. Spare grounds in both schools are used as playgrounds, but they do not have any courts for playing badminton, hockey football

or cricket. There are no doctors or nurses on the staff but most of the teachers feel they are essential. There is no medical examination of children, but teachers feel it is essential.

The classrooms are moderately equipped. They have one fixed and one moveable blackboard, one cupboard, one locker, moveable chairs and tables and some maps and charts. The rooms are well ventilated and there is electricity. The other material and equipment, outside the classroom, consists of easels for painting, showcases for exhibiting handwork, an aquarium, library books, charts, maps, globes, magazines, crepe paper, wire, drawing sheets, paints colour boxes and other handwork materials, play materials such as toys, construction sets, plastic tea and dinner toy sets, dolls, rubber rings, balls, skipping ropes, etc. There are no bulletin boards or display boards of any kind except the classroom blackboards in the school.

#### Administration and Finance

Administration. As mentioned earlier the model schools are directly under the Ministry of Education. Consequently all correspondence from the model schools is directed to the Ministry of Education. The heads of the model schools are given full freedom to administer the internal policies of the schools.

The school year begins in January and ends in December. The first term begins in January and ends in the middle of May. The second term

begins in the first week of July followed by a six-week summer vacation. There is a four-week winter vacation in December. The summer and winter vacations are followed by half-yearly and final examination respectively.

New children are admitted in the first two weeks of the first term, that is, in January. This period is for planning the time table and other matters concerning teachers' classes and duties, such as taking charge of the library, of games materials, of bus accounts, etc. Supplies, such as stationary and handwork material are issued to the teachers. Usually no formal classes are held during this two-week period.

Once each fortnight the headmistress checks and examines the written work of children and the lesson plans and diaries of the teachers. She holds meetings with the teachers each fortnight to discuss school matters and problems. Minutes of the meetings are recorded and signed by the teachers. She can also call emergency meetings. At these times children are usually given some written work to do and are supervised by unskilled helpers. All official written material comes to the headmistress for her approval and signature. There is a great power and authority in the headmistress.

The school is a five-day-a-week, school. Saturdays and Sundays are holidays. The school hours in summer are from eight to twelve in the morning. In winter they are from nine in the morning to one in the afternoon.

Finance. There is no fixed annual grant for the school from the Ministry of Education. A provisional budget is kept. There are three type of expenditure items: (1) Regular expenditure items such as the salaries of the personnel of the school and establishment expenses such as building rent. (2) Items such as electricity, bus fuel, telephone and, (3) Occasional items such as Independence Day celebrations, Annual Function expenses, repair of furniture, handwork and games material, books, maps, charts, pictures, etc.

The Ministry is wholly responsible for the regular expenditure items. It keeps a provisional budget for it. The second type of item is billed to the ministry by the headmistress.

Occasional items are a concern of the teachers. Each one of them gives a rough estimate of the article required for her classroom, children and herself to the headmistress. After the approval of the headmistress these estimates are also forwarded to the ministry. The ministry, after reviewing the expenditure for regular items, grants suitable sums of money for the other two types of items. The headmistress and the teachers are then free to choose and purchase within the amount allotted.

The salaries of the teachers and the headmistress of the model schools are much higher than the salaries of those in other government primary schools. The basic salary of the headmistress is Rupees 250 per month (i.e., fifty U.S.Dollars) but she is given several advanced increments because of her high qualifications. The present headmistress of

the Junior Model School Frere Town receives a basic salary of Rs.400 (\$ 80) per month and an additional Rs.100 (\$ 20) for such things as dearness allowance, (which in other countries is often called a "cost of living allowance") house rent and conveyance. The teachers receive a basic monthly salary ranging from Rs.160 (\$ 32) to Rs. 250 (\$ 50) according to their qualifications, plus, the allowances mentioned above.

A monthly tuition fee of Rs.10 per month is charged for grade one, and it increases by Re.1 for each higher grade. At the time of admission there is a uniform admission charge of Rs.10. The bus fee ranges from Rs.8 to Rs.15 per month according to the distance. Re.1 is charged to all students for a student fund per month. There is a number of full scholarships and half scholarships (applying to tuition fees only) for needy and poor children, and there is a concession of fifty percent for each child after the first one from the same family. The teachers maintain the fee registers and collect the fees from the children on fixed days of each month. The fees are turned over to the secretary of the headmistress, who in turn remits them to the Ministry.

## CHAPTER IV

### THE EDUCATIONAL PROGRAM OF THE MODEL SCHOOL

The Model School program is an improvement upon the more traditional type of curriculum. Though it is written in terms of subjects to be taught, it gives some direction in aims of teaching, purposes, scope and methods of teaching. The program is a mixture of new and old ideas about education. But in practice it represents more or less the traditional methods. For instance the health program as stated in writing is quite different from the one that is actually in use. The written health program is ideal, but actually the school does not have any of the health services mentioned in the written curriculum.

The syllabuses for Urdu and handwork are taken from the curriculum of the Directorate of Education; the syllabuses for the rest of the subjects are prepared by the teachers and the headmistress of two Junior Model Schools. As the medium of instruction in the model schools is English, great emphasis is placed upon teaching it. The syllabus for the instruction in English has been drawn up in the greatest detail. For instance, reading, writing, conversation, spelling, grammar, composition, verse speaking etc., have been dealt with separately and in detail. The following sections of this chapter will give some idea about the content of the curriculum and about the teaching methods used by the teachers of the Junior Model School.

## CURRICULUM

Aims and Objectives Underlying the Model School Program

The aims of the Model school program are stated in terms of the aims of teaching the subjects. They are not stated in terms of the behavioural changes desired in children, and moreover they are not stated very clearly. The aims of teaching of three of the subjects as given in the present typed curriculum of the model school are as follows:

Aims of Teaching History

1. History should explain the present, to understand the present we must see the past which is hidden into, is an important principle.
2. History should be considered as indirect sociological account of force and forms of social life.

Aims of Teaching Nature Study

1. To train the child in careful observation.
2. To impart some knowledge of familiar natural phenomena.
3. To foster an appreciation of nature.
4. To indicate in a simple fashion interdependence of men, animals and plants, and their dependence on physical conditions.
5. To encourage a humane attitude toward living things.
6. To provide a valuable leisure time interest.



### Aims of Teaching Arithmetic

Arithmetic is the basis for all human activities that involve any form of quantitative measurement. In arithmetic accuracy is the prime essential. Practical exercises suited to the particular stage should always form a part of the classwork. Systematic instruction and practice in mental arithmetic are also necessary at all stages.

The aim of the course in arithmetic for the elementary classes is to help the child to understand the values of number in the ordinary affairs of life, to provide him with training in the use of number for his own practical purposes and to form the foundation upon which his subsequent mathematical experiences will be built. The best experience in arithmetic is problems arising out of real situations in the lives of children.

The teacher must aim to enlarge the child's natural interest in number, to give him a feeling of confidence in his ability to make use of it, and to develop a habit of accurate work. She should keep in mind that children should not progress at the same rate and that not all children are at the same level of thinking. It is, therefore, necessary for her to adapt the program to the differences, by supplying with a variety of concrete and semi-concrete materials. The following items are among those that the teacher should consider in her observations:

- (1) The child's mental ability
- (2) His range of quantitative information
- (3) His memory span
- (4) His interest in number, initiative and other social qualities (sic)
- (5) His personality and behaviour traits.

The above mentioned aims show a blending of old and modern approaches to curriculum planning. For instances, in teaching arithmetic,

all the children are given the same sums to do and concrete materials are rarely provided. The children are required to follow the text books closely and most of these have little connection with their daily life experiences. In actual practice the aim of the teacher is to cover the course and to finish the textbooks. The answer received from the teachers of the two junior model schools about the functions of teaching in the questionnaires sent to them will reveal to some extent their ideas about the aims of teaching. The table is given below:

TABLE IV

EVALUATIONS BY TEACHERS OF THE TWO JUNIOR MODEL SCHOOLS  
OF THE IMPORTANCE OF VARIOUS FUNCTIONS OF TEACHING,  
AND OF THE EXTENT TO WHICH THESE HAVE BEEN ACHIEVED

| FUNCTIONS OF<br>TEACHERS TO<br>BE EVALUATED                                  | NUMBER OF TEACHERS RESPONDING |      |             |      |                     |       |                           |             |             |                  |                     |       |
|--|-------------------------------|------|-------------|------|---------------------|-------|---------------------------|-------------|-------------|------------------|---------------------|-------|
|  | I M P O R T A N C E           |      |             |      |                     |       | A C H I E V E D B Y Y O U |             |             |                  |                     |       |
|  | Great                         | Some | Lit-<br>tle | None | No<br>Res-<br>ponse | Total | Ful-<br>ly                | Most-<br>ly | Part-<br>ly | Not<br>at<br>all | No<br>Res-<br>ponse | Total |
| To help the chil-<br>dren to master<br>the three Rs.                         | 9                             | 3    | 0           | 0    | 0                   | 12    | 2                         | 9           | 1           | 0                | 0                   | 12    |
| To comply with<br>the prescribed<br>course of study                          | 3                             | 7    | 1           | 1    | 0                   | 12    | 3                         | 9           | 0           | 0                | 0                   | 12    |
| To win the app-<br>roval of super-<br>visory and admi-<br>nistrative officer | 4                             | 6    | 0           | 2    | 0                   | 12    | 2                         | 3           | 2           | 1                | 4                   | 12    |
| To help the child-<br>ren in becoming<br>well objected<br>individuals        | 10                            | 2    | 0           | 0    | 0                   | 12    | 2                         | 6           | 3           | 0                | 1                   | 12    |
| To help child-<br>ren to realize<br>their talents and<br>endowments          | 10                            | 2    | 0           | 0    | 0                   | 12    | 3                         | 5           | 4           | 0                | 0                   | 12    |
| To help child-<br>ren in their all<br>round development                      | 10                            | 2    | 0           | 0    | 0                   | 12    | 3                         | 5           | 4           | 0                | 0                   | 12    |
| To make child-<br>ren better citi-<br>zens                                   | 10                            | 2    | 0           | 0    | 0                   | 12    | 3                         | 4           | 4           | 0                | 1                   | 12    |
| To make them<br>well disciplined   | 8                             | 4    | 0           | 0    | 0                   | 12    | 4                         | 3           | 4           | 0                | 1                   | 12    |

These answers show that most of the teachers give "great" importance to the all-round development and adjustment of children and in making them better citizens of the country. The two traditional functions of teaching, that is, making children well disciplined and the acquisition of three R's are also checked under "great" importance by eight and nine teachers out of twelve respectively. But two items, namely to comply with the prescribed course of study and to win the approval of authorities, have been checked by majority in the "some" "little" and "none" columns. In the "achieved by you" columns the majority of the answers are "fully" or "mostly". This shows that the teachers think that they are achieving the above mentioned functions of teaching satisfactorily. The writer, from her personal observations, thinks that the teachers of the model schools are not achieving "fully" or even "mostly" the objectives mentioned above, but their answers show that they understand and realize the importance of modern functions of education and possibly some are confusing the importance of these objectives, with their own attainment of them, resulting in reports showing somewhat more complete achievement than is believed to be the actual fact.

#### Subjects

As the curriculum is subject centred it starts with the enumeration of subjects. There are ten subjects, namely, English, Urdu, Arithmetic, History, Geography, Nature study, Health and Hygiene, Hand work,

Physical instruction and Religious Education, History, geography and nature study are not taught formally in the first three grades. In grades four and five all the subjects are taught formally. Teacher's opinions regarding subjects taught or not taught in the school are given in Table V.

TABLE V

OPINIONS OF TEACHERS OF THE TWO JUNIOR MODEL SCHOOLS  
REGARDING SUBJECTS TAUGHT AND NOT TAUGHT IN  
THE SCHOOL\*

| Subject                                    | NUMBER OF TEACHERS RESPONDING |                   |                             |                       |                | Total |
|--|-------------------------------|-------------------|-----------------------------|-----------------------|----------------|-------|
|  | Taught In the<br>Schools      |                   | Not Taught<br>In The School |                       | No<br>Response |       |
|  | Adequa-<br>tely               | Inadequa-<br>tely | Uneces-<br>sary             | Should be<br>Included |                |       |
| Health and Hygiene                         | 10                            | 2                 | 0                           | 0                     | 0              | 12    |
| Physical Education and games               | 9                             | 3                 | 0                           | 0                     | 0              | 12    |
| Safety                                     | 3                             | 6                 | 0                           | 2                     | 1              | 12    |
| English                                    | 9                             | 3                 | 0                           | 0                     | 0              | 12    |
| Urdu                                       | 11                            | 1                 | 0                           | 0                     | 0              | 12    |
| Citizenship duties and<br>responsibilities | 4                             | 4                 | 3                           | 1                     | 0              | 12    |
| Local government                           | 3                             | 2                 | 4                           | 2                     | 1              | 12    |
| Central government                         | 2                             | 3                 | 4                           | 2                     | 1              | 12    |
| United Nations                             | 2                             | 2                 | 6                           | 0                     | 2              | 12    |
| History of Pakistan                        | 10                            | 0                 | 0                           | 1                     | 1              | 12    |
| Islamic history & values                   | 8                             | 2                 | 0                           | 1                     | 1              | 12    |
| Cultures of other countries                | 1                             | 5                 | 3                           | 3                     | 2              | 14    |
| Democracy in practice                      | 1                             | 4                 | 3                           | 4                     | 2              | 14    |
| Voting and elections                       | 2                             | 5                 | 2                           | 4                     | 2              | 15    |
| World geography                            | 3                             | 3                 | 4                           | 3                     | 0              | 13    |
| Local geography                            | 12                            | 0                 | 0                           | 1                     | 0              | 13    |
| Science                                    | 8                             | 3                 | 1                           | 1                     | 0              | 13    |
| Arts                                       | 9                             | 3                 | 0                           | 1                     | 0              | 13    |
| Music                                      | 1                             | 4                 | 0                           | 10                    | 0              | 15    |
| Arithmetic                                 | 12                            | 0                 | 0                           | 1                     | 0              | 13    |

\* Totals over twelve in Table V are due to the fact that some teachers checked more than one box for a given subject.

The teachers are unanimous that arithmetic and local geography are taught adequately. Most of them think that physical instruction and games, English, Urdu, history of Pakistan, Islamic history and values, science and arts are taught adequately. The opinions of the teachers are divided on the teaching of such social studies as safety, citizenship duties and responsibilities, local government, central government, United Nations, cultures of other countries, democracy in practice and voting and elections. In fact above mentioned social studies' topics are not included in the curriculum; if they are taught, they are taught only incidentally. All of them feel that music should be included in the curriculum.

Experiences Provided in Each Subject. The children are provided experiences through text-books, lectures, and the written work which they do. In most of the subjects experiences provided are vicarious. Especially in history, geography and nature study, the experiences are abstract, because the teacher gives the lectures and the children take notes. Smaller children are told stories. The main weakness in such a method is the neglect of the rich environment of Karachi which could provide first hand experiences in these subjects. For instance in teaching nature study children are not taken to any zoo or the gardens in Karachi. In the same way they are taught about the big buildings of Karachi, its markets, its port without taking them to these places. In hygiene

children are taught to eat such and such food in meals or to follow such and such preventive methods for certain diseases. The teachers are not concerned whether these children are carrying out practically and living these experiences. In grade four and five topics in history such as "men of Babylonia," "men of Egypt" are quite foreign topics to children's minds and they are rarely provided with any audio-visual aids. This is just meaningless rote memorization on the part of children.

In the instruction in the English language children are given much practice in reading, writing, recitation, composition and grammar. But the text books are all foreign books, printed in England. The stories written in them belong to foreign people and children, having no relationship with Pakistan and Pakistani people.

Correlation of Subjects. Each subject is taught separately in a separate period. Neither in the typed curriculum nor in the manner in which it is used is there any indication of correlation of subjects except in History and Geography. In the typed curriculum it is mentioned that history and geography should be correlated, but actually they are taught separately. Some incidental correlation takes place between other subjects and English, but only because English is the medium of instruction for all subjects.



Learning Readiness Program. In the curriculum of the Junior Model School, in connection with English writing, it has been suggested that first-grade children should be given opportunities to scribble and to draw with crayons to prepare them for writing. But the usual procedure in the model school program is to give all the children pencils from the very beginning for systematic writing in their exercise books. No conscious readiness program is provided for them. Some incidental readiness for writing probably takes place through the handwork period.

Daily and Monthly Planning. The whole syllabus for one academic year is equally distributed in months. At the end of each month teachers write the program to be covered for the coming month in the printed diaries given to them by the headmistress of the Model school. These diaries are submitted on the first of each month to the headmistress for her signature and approval.<sup>42</sup> Teachers are required to cover this portion of the syllabus in one month.

A small part of the monthly syllabus is covered each day. The teachers preplan the daily program in their separate notebooks, especially kept for this purpose. These are submitted each fortnight to the headmistress for her approval.<sup>43</sup>

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<sup>42</sup>Please see Appendix B for a sample of monthly Planning.

<sup>43</sup>Please see Appendix C for a sample of daily Planning.

level, interests and needs of children and that the approach should be psychological. It has also been emphasized that the teacher should use the most suitable method. The typed curriculum gives a great deal of freedom to the teachers to use methods which they think suitable for educating children. In spite of all this, the teachers' methods in practice are mainly traditional.

Teachers' Attitudes Toward Education

The teachers' answers to certain questions about education given in the questionnaires show some aspects of their attitudes toward education. The tables are given below:

TABLE VI

OPINIONS OF THE TEACHERS OF THE TWO JUNIOR MODEL SCHOOLS  
ON QUESTIONS CONCERNING PHILOSOPHIES OF  
EDUCATION

| STATEMENTS TO WHICH<br>TEACHERS WERE ASKED<br>TO RESPOND  | NUMBER OF TEACHERS RESPONDING |       |                |               |                             |                     | Total |
|---|-------------------------------|-------|----------------|---------------|-----------------------------|---------------------|-------|
|   | Strong-<br>ly Agree           | Agree | Undeci-<br>ded | Dis-<br>agree | Strong-<br>ly Dis-<br>agree | No<br>Res-<br>ponse |       |
| Children should be allowed to progress according to their own abilities and should be judged and promoted accordingly | 5                             | 4     | 0              | 2             | 0                           | 1                   | 12    |
| Children should be expected to learn at the same rate and be judged and promoted by a uniform standard                | 4                             | 1     | 1              | 5             | 0                           | 1                   | 12    |

This type of planning is done according to the subject matter to be covered in a certain period of time. It is not concerned with the behavioural changes which should occur as a result of teaching. Children are not consulted in this planning. This absolute planning by the teachers is not in accord with the beliefs of many modern educators.

Daily Schedule. The daily schedule is called the "time table" in the schools of Pakistan. This time table is set at the beginning of the year and followed regularly during the entire year except in some special circumstances such as the appointment of a new teacher or the opening of a new section, when it needs a little alteration.

The time table is prepared jointly by the teachers and the headmistress. The time table for all the grades is written on one large sheet and hung in the office of the headmistress. A class time table is hung in each classroom so that the children may know their schedules.

The time table consists of seven periods of half an hour each, with recess of twenty minutes after the fourth period. The subjects considered most important such as English, arithmetic, Urdu, history and geography are taught in the first four periods when the children are fresh and attentive. The other less important subjects such as handwork, nature study and hygiene are given in the last three periods.<sup>44</sup>

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<sup>44</sup>Please see Appendix D for a sample of a daily schedule.

School begins with an assembly of all the children and teachers and the headmistress. There is a five-minutes prayer and the singing of the national anthem of Pakistan. Children are taken to their classes by their respective class teachers. The children chorus their morning greetings, the teachers take the roll call and the children are seated in their proper seats. The teacher starts her teaching according to her written daily plan. After each half hour the bell rings and the subject is changed.

Though the written time table does not take into consideration, the interests, abilities and needs of children and is not flexible, a great deal of responsibility lies with the teachers, who can make the time table flexible to some extent because the classrooms are self-contained. That is, for example, one teacher is in charge of grade two all day long except for physical instruction. The regulation requiring the strict following of the time table is not strictly enforced.

#### METHODS OF INSTRUCTION

For most of the subjects in the typed curriculum some particular methods of teaching have been given for the teacher's guidance. For instance for teaching history, "Biographical" and "Story Telling" methods have been recommended. For teaching English reading "Phonic" and "Look and Say" methods have been thought suitable. From place to place it has been suggested that the teachers take into account the maturity

Table VI (Continued)

| STATEMENTS TO WHICH<br>TEACHERS WERE ASKED<br>TO RESPOND  | NUMBER OF TEACHERS RESPONDING |       |                |               |                             |                     | Total |
|---|-------------------------------|-------|----------------|---------------|-----------------------------|---------------------|-------|
|   | Strong-<br>ly Agree           | Agree | Undeci-<br>ded | Dis-<br>agree | Strong-<br>ly Dis-<br>agree | No<br>Res-<br>ponse |       |
| Daily time table should<br>be set at the beginning<br>of the year and followed<br>strictly                          | 2                             | 2     | 0              | 5             | 2                           | 1                   | 12    |
| Daily time table should<br>be flexible and change-<br>ables according to the<br>needs and interests of<br>children. | 10                            | 1     | 0              | 0             | 0                           | 1                   | 12    |

TABLE VII

FURTHER OPINIONS OF THE TEACHER OF THE TWO JUNIOR MODEL  
SCHOOLS ON QUESTIONS CONCERNING PHILOSOPHIES OF EDUCATION

| STATEMENT TO WHICH<br>TEACHERS WERE ASKED<br>TO RESPOND   | NUMBER OF TEACHERS RESPONDING |        |        |               |                  |                     | Total |
|---|-------------------------------|--------|--------|---------------|------------------|---------------------|-------|
|   | Fully                         | Mostly | Partly | Slight-<br>ly | Not<br>at<br>all | No<br>Res-<br>ponse |       |
| To what extent do you<br>think human nature is<br>modifiable  | 1                             | 8      | 2      | 0             | 0                | 1                   | 12    |
| To what extent should<br>the subject matter be<br>worked out in advance<br>by central authorities         | 1                             | 0      | 8      | 2             | 0                | 1                   | 12    |
| To what extent the sub-<br>ject matter be determined<br>by each teacher's under-<br>standing of her class | 2                             | 8      | 1      | 0             | 0                | 1                   | 12    |

The following questions were also asked, with the results indicated:

- A. What percent of its time should the school devote to helping pupils to meet new and changing ways of living \_\_\_\_\_?

The answers of eleven teachers ranged from 10 to 75 per cent, with an average of 45 per cent.

- B. What percent of its time should the school devote to helping the pupils to maintain the cultural heritage \_\_\_\_\_?

The answers of eleven teachers ranged from 25 per cent to 90 per cent with an average of 55 per cent.

- A. What percent of its time should the school devote to the development of the whole child \_\_\_\_\_? The answer of

the ten teachers ranged from 25 per cent, to 70 per cent, with an average of 53 per cent.

- B. What percent of its time should the school devote to the mastery of subject matter \_\_\_\_\_? The answers of the

ten teachers ranged from 30 per cent to 75 per cent with an average of 47 per cent.

The responses show that most of the teachers report that they believe in a progressive philosophy of education. They report the belief that human nature is largely modifiable that the time table should be flexible and that children should be allowed to progress according to their own abilities. They feel that more time should be devoted to the development of

whole child. But they still believe that more time should be devoted to preserving the cultural heritage than to meeting the changing ways of life.

Though most of the teachers' answers show their understanding and awareness of modern educational ideas, in actual practice they do not use modern methods of teaching. They follow the same old method of education through which they were educated. To agree with a new idea is easier than to put it into practice. It is easier and safer to follow old and established methods than to adopt more challenging, newer and possibly unpredictable methods of education. The traditional teaching practices have become so much ingrained in the teachers that it is difficult for them to make any changes. For instance, teachers do not like to take children outside the school for field trips so as to provide first-hand experiences. Instead they lean heavily on verbalism. In their teaching, the teachers become mechanical. Each day they follow the same routine and the same methods. They do not appear to want to take advantage of the opportunities provided by the model schools to make the program more constructive and effective for the development of children.

#### The Behaviour of the Teachers with Children

The behaviour of teachers with children is comparatively more friendly than it was a twenty years ago. But conformity

to a standard of behaviour is still expected by the teachers. The children who are bright and intelligent please the teachers, the average performers are acceptable, but children who are backward, dull or weak in their lessons are always considered to be big problems. They make the teachers exasperated, frustrated and irritated. The teachers try to bring them to the desired educational standard of the class, but they do not reach it. These cases are discussed in staff meetings and reported to the parents.

Though the teachers are very pleased with the brighter children, they do not try to suit the program to their needs. For instance, there are some children who show an aptitude for writing stories or poems, mechanical work, painting or music. These children often ask the teachers whether they can follow their interests. The teachers most often dodge this opportunity and its associated demand for creative guidance, telling them they should do the assignment which has been given to them.

The main weakness is that in their behaviour teachers do not realize that each child has an individuality of his own and should be treated accordingly. The democratic principle of individual worth is not put into practice. Though generally the behaviour is less authoritarian and more friendly than it was a few years ago, the expectation of a fixed standard of achievement is perhaps unjust in the cases of many children. On the positive side it may be said that most of the children are happy with their class teachers and like them.



Specific Methods

In the questionnaires, the teachers of the two Junior Model schools were presented several teaching techniques, including many modern techniques such as the unit method, grouping the children according to their abilities, committee work, oral reports, etc., together with techniques which were known to be used by them such as the recitation, the lecture, drill, etc. They were asked to check the number of times they use each technique. The table of their answers is given below:

TABLE VIII

REPORTED USE OF VARIOUS INSTRUCTIONAL METHODS BY TWELVE  
TEACHERS IN THE TWO JUNIOR MODEL SCHOOLS DURING A  
180-DAY ACADEMIC YEAR

| <u>Instructional Method</u> | <u>Percent<br/>of<br/>Teachers<br/>Using</u> | <u>Average<br/>Yearly Num-<br/>ber of Times<br/>used by Tea-<br/>chers who use<br/>it</u> | <u>Total<br/>yearly<br/>Times<br/>Used</u> |
|-----------------------------|--|---|--|
| Drill                       | 92   | 157   | 1728                                       |
| Problem solving             | 83   | 161   | 1607                                       |
| Special reports             | 42   | 175   | 1050                                       |
| Lectures                    | 33   | 183   | 732  |
| Correlating the subjects    | 42   | 144   | 720  |
| Recitation                  | 83   | 69  | 688  |
| Maps and Globes             | 66   | 104   | 624  |

Table VIII (Continued)

| Instructional Method                                    | Percent<br>of<br>Teachers<br>Using | Average<br>Yearly Num-<br>ber of Times<br>used by Tea-<br>chers who use<br>it | Total<br>Yearly<br>Times<br>Used |
|---|------------------------------------|---|----------------------------------|
| Grouping the children accord-<br>ing to their abilities | 50                                 | 98  | 588                              |
| Discussion  | 50                                 | 96  | 576                              |
| Units of work   | 33                                 | 144   | 576                              |
| Committee and other small<br>group activities           | 75                                 | 63  | 568                              |
| Pupil-Teacher planning                                  | 33                                 | 100   | 402                              |
| Graphic Material  | 33                                 | 99  | 396                              |
| Construction work                                       | 33                                 | 99  | 396                              |
| Dramatic Play   | 66                                 | 33  | 265                              |
| Library research  | 42                                 | 39  | 196                              |
| Projects  | 42                                 | 31  | 157                              |
| Puppetry  | 33                                 | 24  | 96                               |
| Dramatics   | 44                                 | 16  | 80                               |
| Films and Filmstrips                                    | 58                                 | 8   | 56                               |
| Field - trips   | 58                                 | 4   | 30                               |

Table VIII shows that drill, recitation, problem solving and committee and other small group activities are used by most of the teachers. The rest of the techniques given are used by only a few teachers.

The answers are not very reliable because some of the teachers have given such high frequency of use about certain techniques such as units of work used 360 days per school year. The writer's observation is that units of work are not used at all but the teachers claim to use them an average of 144 times yearly. Though only four teachers have checked units of work, the frequency of its reported use is so high that it makes a total of 576 per year. The reported frequency of use of many other techniques is fantastic and unbelievable.

Direct observation by the<sup>e</sup> writer reveals that the actual methods used most frequently are the recitation method, the lecture method, the drill method and the biographical method, therefore, they are elaborated below:

The Recitation Method. This method is most often used in teaching the languages. In this method the Model school children are given a lesson or paragraph to read silently. Then they are asked to close their books. Then the teacher asks questions and children answer them. Then each answer in its correct form is repeated by many children. The aim of the teacher is to fix the words verbatim in the minds of children.

The Lecture Method. This method is most frequently used in teaching history, geography, nature study and hygiene. A lecture on a certain topic is given by the teacher. Children are asked to listen attentively. Afterward a discussion in which questions are asked is carried on, a black board summary

is developed through their answers, and they copy it down in their notebooks. This method is only used in the upper two grades.

The Drill Method. Children repeat and memorize certain facts, figures, sounds, tables, words and sentences. This method is most frequently used in learning arithmetic tables, mental and written arithmetic, spelling, grammar, meanings of words, facts of history, etc.

The Biographical Method. This method is most frequently used in the lower three grades for teaching history, and religious instruction. Stories of famous historical, political and religious figures of the past are told and read by the teacher to acquaint children with the national and religious heroes of their country and to develop desirable moral characteristics. The biographical method is also used in grades four and five in teaching history.

These methods are not bad or useless in themselves, but it is their over-use and unimaginative use by the teachers which makes them sterile. There are three weaknesses in these methods of instruction. First of all children are not consulted in planning their lessons. The teacher is the one who gives the lecture or tells the story or otherwise takes the active part. The children do not realize or see the purpose and meaning of doing what is required. They follow more or less mechanically the orders of the teachers. Secondly the

use of the same methods all the time becomes boring and loses its charm and effectiveness. Thirdly, independent thinking and the power to translate it into appropriate action are not developed through these passive methods, and these qualities are highly desirable ones for the citizens of an independent nation.

### Methods of Evaluation

In the Model School evaluation is done on the basis of mastery of subjects. Mastery of subjects is measured through tests and examinations. There are monthly tests, half-yearly examination and the final-promotion examination. Monthly tests are given in the last week of each month, half-yearly examinations are given at the end of first term and final examinations at the end of the academic year.

The examination consists of questions prepared by the teachers covering the various subjects. All the children of one grade are given the same questions and fixed hours are given for these questions.<sup>45</sup> Oral examinations are used for the children in the lower grades.

After the examinations progress reports are prepared by the teachers and sent to the parents. This reporting is done in quantitative terms, with fixed grades being required to pass a subject and to be promoted to the next higher grade.<sup>46</sup>

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<sup>45</sup>Please see Appendix E for a sample of questions given in such examination.

<sup>46</sup>Appendix F gives a sample of the progress report used in the Model School.

Teachers also keep a private file in which children's all-around progress is recorded briefly each month. If there is any special case it is referred to the parents through the headmistress. This method of evaluation is often resented by the teachers and thought to be unnecessary extra burden and only a side issue in comparison to quantitative measurement.

The first type of reporting system is done on a uniform standard of achievement in ability to reproduce memorized material. Each child is not evaluated according to his own abilities and achievement, nor are questions constructed which are designed to evaluate the quality of thought processes as opposed to the efficiency of memory. Children learn and memorize to pass and to get good grades. As soon as the examination finishes they readily forget most of what was memorized. Another defect of this type of evaluation is the neglect of the desirable attitudes, values and habits which should develop in children as a result of learning. However, there is a hope of improvement in the methods of evaluation as the teachers, on the order of the headmistress, have begun to maintain general progress reports.

### Assignments

Assignments are given in the following manner: "Do eight sums from page 18", or "Read the third paragraph on page 25 and answer three questions from the same page". Home assign-

are given in the same manner. They are usually written on the blackboard at the end of each period or in the last period of the day. The children copy them in their assignment books. The next day their written assignment exercise books are collected and corrected by the teachers.

The assignment system shows the lack of pupil participation and its meaninglessness to them. The same assignments are given to all children of one grade and great emphasis is placed on regularity in finishing the assignments in the allotted time. Although such a procedure is not in accord with the beliefs of many modern educational psychologists, this uniformity of standard desired by the teachers prevails throughout the school.

#### D I S C I P L I N E

In the questionnaires sent to the teachers of the two Junior Model schools, fourteen alternatives or possible ways of dealing with disciplinary problems were given. The teachers were asked to indicate their first five choices from the fourteen suggested ways according to the frequency with which they used them. Their answers are given in table IX.

TABLE IX

RESPONSES OF TEACHERS OF THE TWO JUNIOR MODEL SCHOOLS  
TO QUESTIONS CONCERNING DISCIPLINE

## RATING SCALE:

- 5 points for 1st choice
- 4 points for 2nd choice
- 3 points for 3rd choice
- 2 points for 4th choice
- 1 point for 5th choice

| SUGGESTED WAYS OF<br>DEALING WITH DIS-<br>CIPLINARY PROBLEMS                         | NUMBER OF TEACHERS CHOOSING |      |      |      |      | Points<br>Scored |
|--|-----------------------------|------|------|------|------|------------------|
|  | 1st.                        | 2nd. | 3rd. | 4th. | 5th. |                  |
| Finding out the cause<br>of mischief and acting<br>accordingly                       | 9                           | 2    | 0    | 0    | 0    | 53               |
| Making your lesson more<br>interesting and produ-<br>cing variety in your<br>methods | 2                           | 4    | 5    | 1    | 0    | 43               |
| Developing a sense of<br>responsibility in them                                      | 0                           | 3    | 6    | 2    | 0    | 34               |
| Giving them responsi-<br>bilities  | 0                           | 2    | 1    | 5    | 2    | 23               |
| Extra work   | 1                           | 0    | 0    | 2    | 1    | 10               |
| Reward   | 0                           | 1    | 0    | 1    | 4    | 10               |
| Reporting to the parents   | 0                           | 0    | 0    | 0    | 4    | 4                |
| Turning them out of the<br>class   | 0                           | 0    | 0    | 1    | 1    | 3                |
| Not allowing the child-<br>ren to speak and move                                     | 0                           | 0    | 0    | 0    | 0    | 0                |
| Physical Force   | 0                           | 0    | 0    | 0    | 0    | 0                |
| Punishing the whole class  | 0                           | 0    | 0    | 0    | 0    | 0                |
| Reporting to the principal   | 0                           | 0    | 0    | 0    | 0    | 0                |
| Ignoring   | 0                           | 0    | 0    | 0    | 0    | 0                |
| Fine and charges   | 0                           | 0    | 0    | 0    | 0    | 0                |



More modern and progressive methods such as finding out the cause of mischief, making the lesson more interesting, developing a sense of responsibility in children and giving them responsibilities have gained the respective scores of 53, 43, 34 and 23. The very traditional ways of breaking the spirit of the child and "spare the rod spoil the child" are reportedly no longer practised by the Junior Model School teachers.

It is difficult to believe that these teachers very frequently use the ways mentioned so often by them in their answers. It is probable that they understand and would like to use them, but the personal observations of the writer do not agree for the most part with the teacher's answers. It is true that physical punishment, punishing the whole class fines and charges, rewards, extra work and ignoring are used very sparingly. The Junior Model School in Frere Town does not face any big disciplinary problem except for a few cases which are discussed in staff meetings and reported to the parents. The girls do not create any problems in the school.

In spite of all this emphasis on more lenient discipline, silent and orderly classes are still sought and approved of by the teachers. Children are expected to sit properly in their places, noiselessly attending the lesson. The dis-

cipline is held by the teacher. The result is that as soon the teacher goes out of the classroom the children get into all sorts of mischief, such as flying paper aeroplanes, drawing figures and faces on the blackboard, talking, whistling, etc. When the teacher returns she finds great disorder in the class and has to restore discipline. Thus the children do not learn any sense of responsibility, they merely obey the teacher while she is present. In her observations of grade one of the American Community school in Beirut, the writer observed a different type of behaviour in unsupervised children. They work quietly while the teacher is away. This behaviour is the result of many factors such as the understanding between the teacher and the children, the trust which the teacher shows in giving them responsibilities, a balance between rest and activity, etc. But in the Junior Model School children are expected to sit quietly most of the day and are not trusted. They have little choice but to take advantage of the teacher's absence to work off their pent-up energies.

#### OUT-OF-CLASS ACTIVITIES

Out-of-class activities in the Junior Model School include training by a Scout Master in Boy Scouting, a children's club, which presents a program each month and fortnightly shows, such as filmshows, magic shows, animal shows, etc. At the end of the year the school arranges an Annual Function

for the parents and the other community members. In this Annual Function children present a short play in English, a play in Urdu and other items.

Once or twice a year the children are taken out to visit a park or garden, as mentioned in the third chapter of this thesis the Police Station, the Post and Telegraph office, the beach, gardens and parks, the Museum and the Railway Station are in the vicinity of the Junior Model School in Frere Town. The teachers were asked how often they take the children to visit these places their answers are given in table X.

TABLE X

RESPONSES OF THE TEACHERS OF THE TWO JUNIOR MODEL SCHOOLS  
TO QUESTIONS CONCERNING THE USE OF OUTSIDE RESOURCES

| Resource Used   | Percentage<br>of<br>Teachers<br>Using | Average<br>Yearly<br>Number<br>of<br>Times<br>Used By<br>Teachers<br>Who Use It | Total<br>Yearly<br>Times<br>Used |
|---|---------------------------------------|---|----------------------------------|
| Resource persons (e.g. lawyers, doctors, engineers) to give talks and demonstration | 16                                    | 36  | 72                               |
| Meeting the parents to discuss the progress of their children                       | 75                                    | 4   | 39                               |
| Visiting the zoo  | 75                                    | 2   | 16                               |
| Visiting the beach  | 66                                    | 2   | 14                               |
| Visiting the museum   | 58                                    | 2   | 12                               |
| Visiting the parks and gardens  | 50                                    | 2   | 11                               |
| Visiting other schools  | 8                                     | 3   | 3                                |
| Visiting the post office  | 8                                     | 1   | 1                                |
| Visiting enquiry office   | 8                                     | 1   | 1                                |
| Visiting people in the neighbourhood  | 0                                     | 0   | 0                                |
| Visiting mosques  | 0                                     | 0   | 0                                |

Most of the teachers do not use many outside resources except in the case of infrequent visits to the zoo and to parks

and gardens, the museum and the beach. Half of them have reported they take their pupils out only once or twice a year. The table shows that the teachers are failing to offer many interesting and useful first-hand experiences which could enrich the curriculum in the fields of science, social studies and even languages. There are two school buses, and some of the places are so close that the children could easily walk to them. The teachers do not want to take the responsibilities of taking out the children. The school is only a four-hour school; and as the teachers are central government employees, they are not allowed to hold any other official job aside from teaching in the Model School. Thus they have plenty of time for field trips in the afternoons.

In other respects such as the introduction of Boy Scouting and the opening of a children's club, the school is progressing. In the year 1957-58 there were only the shows and an Annual Function. It is hoped that gradually more social clubs and activities will be initiated in the Junior Model School in Frere Town.

## CHAPTER V

### PROPOSED PROGRAM

#### CURRICULUM

##### Aims and Objectives for a Model School Program

The proposed aims and objectives are given in terms of desired skills, understandings, attitudes and appreciations, which the children of the model school should achieve as a result of the education in the model school. The following are the objectives in behavioural terms:

##### Skills

As a result of studying in the model school the child, according to his maturity level,

1. Reads the mother tongue and English with understanding.
2. Writes the mother tongue and English correctly and effectively.
3. Understands the spoken mother tongue and English.
4. Expresses himself in the mother tongue and English clearly and effectively.
5. Solves his daily problems of calculating and counting efficiently.
6. Gathers data, information and material to solve his problems.

7. Seeks to keep himself healthy
8. Has observable elements of organization, order and system in his study and work.

### Understandings

As a result of studying in the model school the child, according to his maturity level,

1. Understands his special talents and shortcomings and his status of physical health.
2. Understands the type of government, social structure and social processes in Pakistan.
3. Understands the causes underlying the existence of Pakistan and its struggle for independence.
4. Understands the problems Pakistan is facing at present such as illiteracy, poverty, disease, black marketing, selfishness, etc.
5. Understands that Pakistan has two wings, East and west, having different geographical and historical backgrounds.
6. Understands the influence of geographical factors on the lives of the people.
7. Understands the interdependence of the peoples of the world.
8. Understands the basic facts about health, common diseases and protective measures.
9. Understands contributions which science has made toward the advancements of civilization.

10. Understands the fact that the world is changing rapidly.

11. Understands the values held and practised in democracies, and compares them with those of non-democratic countries.

### Attitudes

As a result of studying in the model school the child, according to his maturity level,

1. Has a desire to learn and to gain knowledge for its functional use.

2. Tries to correct unsatisfactory conditions in Pakistan such as ignorance, poverty, low living standards, disease and selfishness.

3. Is open-minded and accepts the honest criticism and opinions of others.

4. Has no prejudices against caste, colour, class, sex and minority groups.

5. Is not let down by failures, believes in constant struggle.

6. Is a good loser and good winner.

7. Is friendly and can get along with people easily.

8. Is courteous and polite

9. Shares things and ideas with people.

10. Respects the property of others.



11. Has self-respect and respects the dignity of individuals.

12. Respects his superiors such as parents, teachers, older relatives, etc.

13. Respects honest work and labour.

14. Lets other people enjoy the rights and privileges which he likes to enjoy.

15. Adapts easily to new situations, places and people.

16. Is responsible and knows his civic duties.

17. Distinguishes between fact and propoganda.

18. Believes in universal peace and is against tyranny and aggression.

19. Keeps abreast of new scientific discoveries.

### Appreciations

As a result of studying in the model school the child, according to his maturity level,

1. Appreciates beauty in nature such as a green field, sunset, flowers, moonlight, etc.

2. Appreciates music, art and literature.

3. Enjoys and engages in appropriate games and recreations.

4. Appreciates the traditional ideals in Pakistani-culture.

5. Appreciates the family as a social unit and

preserves good family ideals.

6. Appreciates the contributions of his government to the general welfare.

7. Appreciates and follows democratic values and procedures.

8. Appreciates the contributions of other countries to the welfare of Pakistan.

The model school teachers are requested to try to develop the following qualities in the characters of their children through educational experiences and proper guidance.

1. Honesty.
2. Unselfishness.
3. Initiative and creativity.
4. Critical thinking and judgement.
5. Open mindedness and frankness.
6. Courtesy and politeness.
7. Loyalty toward Pakistan.
8. Punctuality.
9. Self respect and respect for others.
10. Determination, persistence and perseverance in work.
11. Good work habits.

### Experience Areas

The model school should have the following experience areas:

1. Language Arts. This includes reading, writing, spelling, grammar, composition, literature, etc., in both English and Urdu.
2. Social Studies. This includes history, geography and civics.
3. Science. This includes nature study health education and other science topics.
4. Number Experiences. This includes arithmetic only.
5. Creative Arts. This encompasses the experiences in handwork, music, painting, drawing, etc.
6. Recreation. This includes outdoor and indoor games, field trips, clubs, etc.
7. Religious and moral experiences.

Desired Experiences. The model school should provide children with rich and varied experiences to meet the needs, interests and abilities of different children. It is not possible to give all of the actual experiences which the children should undergo under the guidance of their class

teachers. However, a list of some broad experience which will help the teacher in selecting the specific experiences and developing the educational program is given below:

1. The curriculum should include as much as possible, first-hand experiences in all the subject areas.

2. The curriculum should include the experiences which have a direct bearing on children's lives in their communities, and the community in which the school is situated. For instance such problems as water supply, electricity, and garbage disposal should be studied.

3. The curriculum should have sufficient experiences in healthy living. There should be a study of diets which the children eat at home. Children should have experiences about how to take preventive measures to avoid certain diseases.

4. Practical situations should be provided to develop desirable attitudes such as courtesy, good manners and etiquette in eating, addressing, greeting people, conversing, etc.

5. The curriculum should include experiences which will develop in children a social and civic consciousness and understanding about the problems of the country, and a desire to improve its conditions. Children should know the type of government in the country and the other political and social institutions existing in the country. They should know about elections and how to vote through actual democratic situations and experiences in the school. Children should have many ex-

periences in working together on problems and projects.

6. Children should have a variety of experiences in creative arts such as painting, drawing, clay modelling, wood and cardboard work, sewing, and other handicrafts. They should have experiences in music, both vocal and instrumental.

7. The curriculum should include experiences for the development of individual interests and hobbies, such as writing short poems or stories, painting or drawing, collecting stamps, coins, butterflies, leaves, hooks, pictures, products, specimen, etc.

8. The curriculum should include experiences for the use of leisure time such as different sports, films, books, magazines, etc.

9. The curriculum should include experiences about the country's resources such as crops, seas products, minerals, exports, etc. Children should know the kinds of climate, soil, animals and vegetation found in the country, the effect of geographical factors on the people of the country and its comparison with other countries.

Correlation of Experience Areas. The experience areas which have been suggested for the model school correlate the related subjects. A further correlation of experience areas is possible through the use of the unit method. For instance, a unit on "My Home" will correlate the experiences in health, science, creative arts, religion, number work and language arts.

The teachers should try to make the experiences meaningful for the children. This is possible when experiences have relationship and organization in them and are also related with the life problems of children. The teachers should not try to draw any demarcation lines between one subject and another. This does not mean that the point of emphasis shifts from the real subject of the unit but the teacher should draw materials from other subjects as much as is necessary for the successful development of the unit.

Learning Readiness Program. There should be a continuous readiness program in all the grades in different experience areas according to the abilities and maturational level of children. It is not possible to give the readiness program for all the grades, however, one or two examples are given below:

For preparing the first grade children for reading, there must be a lot of construction material and toys and games, cards, blocks, posters, picture books, etc. Children should be given ample opportunities to play with them, to handle them and to see them. Here the "look and say" method, which has been recommended for model school program may be used. Children see an object with the name of the object written below it. Children play with these cards or blocks, then the picture of the object is removed and the word is left. The labels may be pasted on real objects such as chairs, table, blackboard, door, window, etc. Children see these words and

the experience stories may be written on the experience charts or on the chalkboard for the children to read. The words used must stand for objects present in the classroom, and known by the children. Gradually children will come to know the sounds of letters and the words they form.

For preparing the first graders for number work children should have enough number games and materials. They should start with counting the things in the classroom such as tables, chairs, girls, toys, crayons, etc. There should be number stories and number rhymes. They should start measuring the dimensions of room, table, blackboard, etc. The teacher should try to make the arithmetic program very concrete and real.

The teacher should try to build confidence in children from the beginning and a healthy attitude toward learning. The development of right type of attitude toward school and learning are more important than any learning readiness program. Children who are afraid of teachers or have any other emotional disturbance will hardly benefit from the learning readiness program. So the building of confidence is a very important part of a readiness program.

Planning of Instruction. Klausmeier has given the following points of concern for the planning of instruction which the model school teachers can also use:

1. What learning outcomes or instructional objectives are to be achieved?

2. What learning activities will achieve these objectives?
3. How can these activities be organized and guided by the teachers to achieve these objectives?
4. What materials and resources both in and outside the school are necessary if the activities are to be most meaningful to the pupils?<sup>47</sup>

Klausmeier has given the following frame-work for the daily planning which it is suggested that the model school teachers use:

#### FRAMEWORK FOR A DAILY PLAN

1. Class..... Date.....
2. Major objectives for the day
3. Activities or problems under investigation
4.

| Anticipated<br>Time | Activity        | Teacher<br>Participation | Pupil<br>Participation |
|---------------------|-----------------|--------------------------|------------------------|
|                     | Routine         |                          |                        |
|                     | Initiatory      |                          |                        |
|                     | Major           |                          |                        |
|                     | Summarizing     |                          |                        |
|                     | Future Planning |                          |                        |
5. Outline of materials including subject matter and related skills.
6. Evaluation of the day's work after the plan is carried out.<sup>48</sup>

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<sup>47</sup> Klausmeier, et al., op.cit., P.132

<sup>48</sup> Ibid., P. 152



Daily planning and the planning of the unit of work is done nearly on the same lines. The daily plan includes more specific details. Planning will be discussed further in the section on pupil-teacher planning.

Daily Schedule. For flexible planning the teacher should keep in mind the approximate time for different activities. No fixed schedule can be prepared. The schedule also depends on the capacities of the children. Sometimes it may appear fruitful to continue the work for a long time and sometimes only for a short time. A balance between rest and activity should be maintained by the teachers in daily program. In fact the teacher should keep in mind the following points given by Saylor and Alexander for the daily schedule:

1. A learning experience should continue as long as profitable.
2. In general, as extended blocks of time as are suitable to children's maturities should be utilized.
3. Time of quiet and activity should be alternated with ample provision for physical activity for young children.
4. A balance of learning experiences should be provided over a period of several days rather than each day.
5. The daily program should include time for planning and sharing ideas, quiet study, drill and practice, creative and appreciative activities recreation, and individual and small group activities.

6. In terms of curriculum areas, the daily program should include provision for units of work which may be built around problems in social studies and science, for practice periods in various skills, for the appreciative areas (art and music) and for physical education.<sup>49</sup>

A rough estimate of time which should be given to different activities in the daily program is given below. Though the model school is half-day school the program given is for a full day schedule. It is hoped that in near future the model school will become a full day school.

#### PROPOSED DAILY SCHEDULE

- 9:00. Assembly and prayer, informal conversation, current news. Teacher's observation of the children.
- 9:15. Review of the previous activities and planning for the day's program.
- 9:30. Unit on social studies and science.
- 10:30. Physical education (out doors)
- 10:45. Recess, Refreshment (as milk or fruit juice).
- 11:00. Language arts (English) oral and written expression, spelling, handwriting, plays dramatization, stories, etc.
- 12:00. Lunch Break: (at present it is not possible for the school to provide hot lunch. Children should bring their own lunch). Rest and sleep on mats, music for sleeping.

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<sup>49</sup>Saylor and Alexander, op.cit., P.448

- 1:00 Healthful Living  
 1:30. Language arts (Urdu)  
 2:15. Music, recreation, arts, stories.  
 2:45. Number Skills  
 3:15. Quick review of the work done, clean up.  
 3:30. Dismissal.

### METHODS OF INSTRUCTION

#### Teacher's Attitude Toward Education

Usually elementary school teachers are less qualified and draw lower salaries than secondary school teachers. But, as mentioned previously, the model school teachers, due to the special position of the model schools, enjoy more facilities and privileges than any other elementary school teachers. The quality of education produced by them should be high.

Teachers of the model school should genuinely feel the importance of their jobs and the great responsibilities which they have on their shoulders. Pakistan now needs children who, in addition to bookish knowledge, have some practical insight into the problems of their country. Teachers of the model school are requested to increase their professional growth through:

Reading the current material on educational research.

Appraising their methods and teaching techniques.

Appraising the growth of children.

Attending workshops and in-service training programs.

Finding out ways and means to provide children with good educational resources.

The teachers of the model school should not consider education as "getting through" the textbooks or presenting subject matter. They should be concerned with the all-round growth and development in children. They should not think of a field trip or an out-of-class activity as an extra burden. They should not hesitate to devote their energy and time to the betterment of children and the country. Pakistan needs sincere teachers. This section is concluded with the following quotation from Blair and others:

The modern teacher is no longer merely a hearer of lessons or an officer who maintains order in the classroom. Instead he is an individual who is concerned with the total development and adjustment of children. He is of course interested in having children acquire knowledge and skills, but he is equally concerned about their health, personal and social adjustment, and their goals and plans.<sup>50</sup>

#### The Behaviour of the Teachers with Children

The personality of a teacher exercises a great influence on children. Children's attitudes, values and habits are taken to a large extent from the people around them, such as parents, peer groups and teachers. The model school tea-

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<sup>50</sup>Blair et al., op.cit., P. V

chers should keep in mind that, "If the pupils are to have desirable attitudes toward their learning activities, the classroom must be a cheerful place and the teacher a pleasant person. Her appearance, vitality, enthusiasm, method of expressing her emotions, and sociability vitally effect the emotional tone of the classroom."<sup>51</sup>

The teachers should try to cultivate cooperative, democratic attitude, kindness and consideration, patience, fairness and impartiality, good disposition and consistent behaviour, sympathy and interest in pupils' problems and pleasing manners.

The model school teachers are requested not to get irritated and frustrated with the weaker, backward and dull children. They should try to understand the home backgrounds of children and any physical defects. The teachers should try to be objective in their behaviour to children. They should try to put themselves in the position of children and to try to understand them. Each child reacts to the situation in the way which is possible for him, so to get infuriated or irritated is of little use. Teachers of the model school are in a good position to understand children because the number of children in each class is usually not more than twenty.

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<sup>51</sup> Klausmeier et al., op.cit., P. 519

### Some Specific Teaching Techniques

There is no single method or methods which can be used constantly, for all the children. Methods of teaching will differ from time to time, from place to place and from child to child. The teachers should try to use the method which best fulfills the children's needs and interests and helps in achieving the desired behavioural changes in children. However, through wide practice and experimentation some methods and techniques of directing and organizing the experiences of children have been found effective and useful and have produced better results. Some of them have been suggested here to be used in the model school:

The Unit Method. The definition, characteristics and advantages of unit of work have already been discussed in chapter 11. Teachers of the model school are requested to develop some resource units in social studies, science and language arts at the beginning of the school year, and teachers should plan resource units jointly and should keep in mind all the available sources as the books, films, filmstrips, resource persons and places helpful for the development of units.<sup>52</sup> Some units for the five grades of the model school are suggested in Appendix G.

Use of Audio-Visual Aids. At present the model school does not have a radio, tape recorder or motion film or film-

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<sup>52</sup> Chapters V, VI, XIV and Appendix I and II on pages 101, 126, 393, 533, 561 respectively of Dr. Hanna's book, Unit Teaching In The Elementary School gives a good account of developing units and resource units.

strip projector. The school does not have any type of machinery. The writer is intending to take a personal tape recorder for use in school. Karachi has an audio-visual centre, which can provide some of the machinery if requested. The American Embassy is also always ready to help in such matters.

The most handy and available audio-visual tool which the model school teachers should use in the chalkboard<sup>53</sup> Ordinary things such as leaves, stones, shells, rocks, fossils, crop products can help children to have first hand experiences. Teachers can very easily make flannel boards with flannel pieces, and cardboard. The writer is intending to demonstrate many easy and ordinary ways of providing children with visual aid such as making flannel board, charts and posters, diaoramas, models, etc.

Committee and Small Group Activities. As there are twenty or less than twenty children in each class teachers should make three groups or committees while teaching units on social studies or science. For instance in a unit on the "Refugee Problem" in grade five, children are divided in three groups. The first group agrees to take the task of finding out the causes of the influx of refugee to Pakistan, the history of the sub-continent, and how and why the partition took place. The second group agrees to find out the number of refugee colonies and the kinds of people and the living conditions of these people. The third group will find out what

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<sup>53</sup>Chapter "The Chalkboard", in Wittich and Schuller, op.cit., P. 48-69, contains a good discussion of the uses of the chalkboard.

the government has done and is doing to solve the problems of the refugees. Each group does the planning to locate and find the material. Visits to colonies may be planned resource persons from Rehabilitation Ministry invited and interviewed, maps and charts prepared. The chairman of each group, after a time, will present his report and findings. In the end all of them together may work out some plan for the improvement of refugee colonies.

The teachers should help the children in planning the outline of their procedure and should help in finding material and resources. For instance, the teacher will have to arrange for the trips to different refugee colonies and will have to go with the children. At present committee work is sparingly used in the model school. Teachers should try to use this technique quite often to enable the children to learn to work cooperatively for a common cause. Pakistan needs this attitude of cooperativeness in her youths.

Pupil-Teacher Planning. At present model school teachers do not consult children in planning. It is proposed that they should start taking the opinions of their class children in starting a new unit and the daily program. There should be a time allotment for planning the day's activities. This process should be started slowly because children are not used to taking part in decision-making; they just follow the teacher's plan. Gradually they will become used to cooperative planning.



The teacher should make plans in advance. First children should help with the unit planning for several days or weeks, then they should help with the daily planning. For instance the teacher has in mind a unit on "Transportation" in grade four. She has planned the outline of the unit. She takes the suggestions of children as to what they would like to read and find out about transportation. Some would like to know about how aeroplanes work, some about trains, some about taxis and buses. Many suggestions may come forth. All the suggestions are jotted down on the blackboard. Now a child volunteers that his brother is an air pilot and he can arrange a visit to the airport. The teacher and children agree to this proposal. Together all of them make plans, first to ask the pilot brother of the child, if he will do the favour. If a date and the time is fixed children will further plan what to see there, how to ask questions, how to be well behaved, etc. According to Lee, and Lee, "Teachers should plan a unit to the extent of knowing possible approaches, worthwhile experiences and activities, materials which are available and the desired outcomes in terms, of abilities, attitudes, appreciations and understandings."<sup>54</sup> The extent of pupil participation according to them is:

- a. Pupils should plan the detailed problems to be studied.
- b. They should plan the learning experiences.

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<sup>54</sup>Lee and Lee, op.cit., P.205

- d. They should plan what things<sup>55</sup> of value they expect to get from the unit.

Use of Dramatic Play. The teachers of the Junior Model school should make use of the children's drive to play. For instance in a unit on "My Home" in grade one children can play mother, children, milkman, postman, grocery keeper, etc. In the morning mother prepares the breakfast. The children are getting ready to go to school. Father goes to his office. The children go to the school. Mother is left alone. She has to go shopping to buy some eggs, fruit and vegetables. The following conversation takes place at the grocery:

Mrs. Ahmad : Good Morning Bulla.

Bulla : Good Morning Mrs. Ahmad. How are the children?

Mrs. Ahmad : They are fine. Thank you. Gullu and Tasnim have gone to the school. Prince is with his granny. Please, I want a dozen eggs, half a seer cauliflower, quarter seer cucumber, two dozen bananas and six apples. Please give me fresh things.

Bulla : The eggs are for two rupees a dozen, cauliflower eight annas, cucumber four annas, bananas for one rupee eight annas and apples for twelve annas. It makes four and a half rupees.

Mrs. Ahmad : All right Bulla. Here is a five rupee piece, return me eight annas.

Bulla : Here they are. Goodbye.

In this way children learn and understand the role of different people around them.

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<sup>55</sup>Ibid., P. 206

Grouping the Children According to Their Abilities.

The Junior Model school teachers are often heard complaining that in each class there is a great variety in reading and number work. They can cope with the situation by making three or four groups of children in each grade for reading, writing and number work. As the time table will be flexible, the teacher can take one group for reading, while the other group is making story charts, the third group is doing some handwork. The assignments are given in the same manner according to the ability standards of the pupils. If the child of the weaker group shows some improvement he should be transferred to the other better group. The teachers should not look down on the weaker group or label it as the "slow group". They should not hurt the feelings of the pupils but should try as much as possible to help them in improving their reading and number work. She should not force the children to the frustration point in attempting to reach the standard of the class, because all the children do not have the same capacities and abilities to learn.

Use and Place of Drill. Repitition, practice and frequency are quite important in acquiring and mastering the skills. But meaningless drill and repitition without a context is of little use. The teachers should keep in mind that the main thing in learning is its meaningfulness for children and the intent and purpose of children in learning. Caswell and Foshay have given the following points of importance for practice

(they prefer the word practice to the word drill) which are useful for the model school teachers:

1. If practice is to be rewarding, the learner must see that the skill sought has functional value for him in meeting situations with which he is concerned.
2. If the skill is to be integrated into general behaviour, practice must be in the setting of the complete activity in which skill is sought.
3. If a high level of competence is to be developed, the skill must be practised under many varying conditions and in relation to diverse purposes.<sup>56</sup>

When children feel they would like to write letters to invite friends, to keep money accounts, to read stories, etc, they will gladly practice these skills so as to use them whenever they need them.

#### Methods of Evaluation

The first thing which the model school teachers should do is that they should not think the evaluation of the mastery of the subjects is the only evaluation. Physical growth, emotional growth, social growth, academic growth all can be evaluated. Evaluation of the all-round development of children should be thought more important than the evaluation of the mastery of subjects.

The teachers should do the evaluation in the light of the objectives which they have set for a definite course or unit of work. For instance a unit on "My School" for grade

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<sup>56</sup>Caswell and Fosahy, op.cit., P232

one has the following objectives.

As a result of his activities in the unit the child understands:

a. School is an agency to help children to live better and happier lives.

b. School is a place where children from different backgrounds come and learn to live and work together.

c. The teachers, principal and other members work cooperatively to help the children and society.

d. The physical plant of the school helps the children in learning.

x e. There are certain rules and regulations which should be followed, etc.

The teacher for evaluating these understandings in children may make an observation check list in the following manner:

| C o o p e r a t e s |           |          |        |         |         |         |           |
|---------------------|-----------|----------|--------|---------|---------|---------|-----------|
| Names               | : Does    | :Copera- | :Will- | :Plays  | :Helps  | :Shares | : Works   |
| of                  | : His     | :tes     | :ingly | :With   | :Others | :The    | : with    |
| Children            | : Share   | :with    | :takes | :Child- | :When   | :Ideas  | :Interest |
|                     | :In Group | :the     | :turns | :ren    | :Needed | :and    | :for the  |
|                     | :and Com- | :Teach-  | :in    | :and    | :       | :Things | :Common   |
|                     | :mittee   | :ers     | :Play  | :Enjoys | :       | :with   | :Welfare  |
|                     | : Work    | :and     | :and   | :Group  | :       | :Child- | :         |
|                     | :         | :Other   | :Work  | :Work   | :       | :ren    | :         |
|                     | :         | :Person- | :      | :       | :       | :       | :         |
|                     | :         | : nel    | :      | :       | :       | :       | :         |
|                     | :         | :        | :      | :       | :       | :       | :         |
|                     | :         | :        | :      | :       | :       | :       | :         |
|                     | :         | :        | :      | :       | :       | :       | :         |
|                     | :         | :        | :      | :       | :       | :       | :         |
|                     | :         | :        | :      | :       | :       | :       | :         |
|                     | :         | :        | :      | :       | :       | :       | :         |
|                     | :         | :        | :      | :       | :       | :       | :         |

## Check Sheet No. 1

In the same manner check sheets may be prepared to evaluate the other understandings as observation of rule and regulations, the duties of the teachers etc. A matching tests such as given below may be prepared.

Match the rooms with the work you do there.

1. We do our painting --- a Assembly room
  2. We eat our food --- b Reading room
  3. We read storybooks --- c Artroom
  4. We pray in the --- d Lunchroom
- e Office

Teachers can construct many types of tests according to their needs. Books referred in chapter II will help the teachers in constructing the tests.

Two ways of reporting the progress of children are suggested. (1) Through meetings with the parents and (2) sending a written report.

Conference With The Parents. The educated parent of the child should be either sent a message or contacted on the telephone. He should be requested to come at a time which is convenient both for the teacher and him. The teacher should explain the educational goals of the school to the parent and how much the child has progressed toward them. The parent should tell his own evaluation of the child's progress and both should plan for the future betterment of the child. In addition to these conferences there should be general meetings of parents and the teachers each month to discuss problems concerning the improvement of the educational program. Helpful lectures, films and programs should be arranged for the parents.

Written Progress Report. Written progress report should include all the areas of development. It should be in qualitative terms rather than as in quantitative terms. It can be a combination of both. A work sheet for reporting pupil progress to parents, given in by Klausmeier is recommended for the model school. Teachers should add any





### Assignments

Children should be given both group and individual assignments. While children are working in a group or on some common project they should know and decide and plan with the teacher what they have to look for. In the same way when there is ability grouping in the class the children will be given assignment in groups. One group is making labels to paste on different toys in the classroom such as horse, cow, camel, sheep etc. The other group is preparing a story chart. The third group is writing letters to some friends in East Pakistan.

Individual and flexible assignments should be given to children from time to time to develop independent working habits. One child needs practice in spelling so that he may write some letters. He is asked to prepare a spelling sheet of common words which he needs. Another child needs practice in multiplication tables so as to help his accounts. He has to learn some tables. The assignments given to the children should be geared to their maturity levels and keeping in with their abilities. Children should see that by carrying out their assignments they will be able to achieve something and to use it partically.

### DISCIPLINE

Teachers should not think that discipline means quiet classes, where children do not move or talk. Rather discip-

line should depend on the kind of activity which the children are carrying in the classroom. If the children are engaged in dramatic play in handwork or constructing some building or train, etc., they will be noisy and boistrous. If they are busy in reading storybooks or doing some number work they will be quiet, concentrating on their work.

Teachers should try to trust the children as much as possible. Discipline comes through living democratic life of sharing, taking turns and responsibilities, respecting the teacher and other children. From the very beginning the teacher should try to treat the children as responsible and trustworthy individuals. Children like to do things, such as putting away the books, sleeping mats, distributing the refreshments, cleaning the classroom, etc. Teachers can make class governments, having monitor's for different jobs. Once they feel the responsibility of keeping their classroom clean, orderly and quiet, they will take pride in doing so. Children should get enough time to be active, to play, to move, to talk and to eat.

If there are any special disciplinary problems the teachers should try to consult the parents and to make inquiries about the home background. They should check the physical record of the child, and consult the other teachers and a doctor. They should try to be sympathetic and understanding and should give work to the child which is within his capacity to do and which will give him a sense of achievement.

Children coming to model schools are from the middle class families and obedience is much stressed at home. Discipline is no great problem for the Model School teachers.

#### OUT-OF-CLASS ACTIVITIES

There are three suggestions for the model school program regarding out-of-class activities: There should be (1) a sports club (2) a monthly school paper (3) more field trips. In this connection some suggestions for implementation are given below:

Sports Club. A sports club should have a captain of each game such as hockey, cricket, football, volleyball, etc., and a president of the club should be chosen from among the captains. All children who so desire should be members of the club. There should be a secretary, vice president and a treasurer. The captains should select the teams for the games. The president should send the challenges to other schools' teams and should accept challenges from other schools with the permission of the physical instructress, who should be adviser to the sports club. A committee should be set up to make posters and to put the current sports news on the bulletin boards. There should be a small subscription fee paid by the children so that there may be refreshments and small parties from time to time.

The School Paper. There should be an election for the editor, sub-editor a reporter for the games news, and a

reporter for other social activities of the school. These posts should be given to well informed, intelligent children, and who can write good English. All the children should be asked to write stories, articles, poems, jokes, plays, etc. A teacher who has a literary taste should be the adviser. Teachers can also contribute articles. Material suitable for printing should be selected, corrected and sent for printing. The paper may have twenty or twenty five pages. Each child should have one copy of the monthly paper. Children will be proud of their magazine and the parents will be able to know the school activities and school life.

The Field Trips. Field trips should be taken in connection with units of work. The children can be taken on field trips for picnic and pleasure, but it is better if they are taken with a definite purpose and after proper planning. The school's surroundings have many places where children can be taken for educational purposes. For instance in a unit on means of communication, a visit to the Post and Telegraph office will be helpful. Parents should be consulted for permission in advance. Written letters should be sent beforehand to the parents and their answers received. The teacher in charge should also consult the headmistress. The headmistress should be asked to make arrangements for the visits, that is, she should contact the authorities of the place of visit and fix a day and time which is convenient both

for the school and the authorities. She should arrange for the transportation. The school has two buses. The teacher and children should plan beforehand how they are expected to behave there, what they should observe and some of the questions to be asked. Afterwards the trip should be evaluated.

Visits to the Railway Station, the Museum, the Navy Hospital, Clifton Gardens, the Police Station, etc., should be made as needed in the development of units and because these places are conveniently near the school.

#### PHYSICAL ENVIRONMENT OF THE SCHOOL AND SCHOOL SERVICES

The school building does not have sufficient rooms for different facilities such as lunchroom, sickroom, or separate art room. These rooms should be used to serve different purposes. For instance the assembly room can be used as a sickroom. There should be one or two folding beds, easy chairs and a screen, to be used when any emergency arises. Children can eat in the classrooms, but there should be adequate provision of paper towels and paper napkins, to keep the classroom clean.

The physical environment of the school should be made more attractive, rich and challenging. The walls and the corridors of the school are bare except in the classrooms, which are only slightly decorated. There should be bulletin boards in the classes and corridors. The maps, models, charts, and globes which are present in the school library should be

used and displayed when needed. The library should be widened. More recent reference books on teaching and books for children should be added. The reading room should provide more reading facilities for the children, where they can read. If the school cannot buy a motion film projector and film strip projector, the Karachi Audo-visual centre or the U.S. Embassy should be contacted.

Each classroom should have sleeping mats, small plastic sets for eating and drinking, paper towels, and if possible, a sink. Each child should have his personal soap and soap dish and comb. More adequate toilet facilities should be provided. There should be some arrangement of clean drinking water service; if this cannot be done, it would be better if children bring their own water in flasks. Each classroom should have enough toys, books, and other handwork materials. The desks and chairs should not be arranged in fixed rows, children not seeing each other. The seating arrangement should be flexible and there should be enough space in the classroom to work and sit on the floor.

At present the school is not in a position to provide lunches for children. Children should bring their own lunches but teachers should check from time to time that the food is nourishing. The school should provide the mid-morning and afternoon snacks such as fruit juice, pasteurized milk, biscuits etc.

If it is not possible to engage a full time doctor

on the staff, the government hospitals such as Central Government Jinnah Hospital or Civil Hospital, which are free hospitals should be requested to arrange for a medical check up of children after each six months. Teachers are only checked when they join the school, they should also be checked medically. There is no difficulty in arranging with these hospitals because they are both for public and government employees. There should be a full-time nurse on the staff. For emergency cases such as vomiting, headache, wounds, burns, fainting etc., she should be provided with first aid materials. She should examine the children weekly and report to the teachers.

The piece of land which is used for the playground should have courts for volley ball and badminton, cricket and football. There should be more game's material, and what material there is should be used more often.

In addition to these changes in the physical environment and facilities, the social climate of the school should be friendly and democratic. It is suggested that teachers should have a club, in which each week, over a cup of tea and refreshment, they can discuss their school problems and can have time to be together. If they like they can also invite the headmistress, or any other resource person such as doctors, nurse, pilot etc. There should be sympathetic understanding among the teachers and between the teachers and the headmistress. They should have a will to work cooperatively

for the benefit of the children and the school,

#### MISCELLANEOUS SUGGESTIONS

Parent-Teacher Association. There should be a parent - teacher association. Most of the fathers of model school children are educated and some mothers are also educated. They can understand the significance of cooperation between the teachers and parents for the betterment of the child.

Monthly meetings should be arranged. The meeting time should be convenient both for the teacher and the parents. The lunch hour, that is from twelve to one, will be suitable for the parents and the teachers. The teachers should plan carefully what they want to tell parents what they want to ask parents. The teachers should try to be tactful, sympathetic and understanding so as not to hurt the feelings of parents. If possible sometimes lectures, films, or excursions should be planned. There should be some refreshments served for the parents. If parents are able in any way to contribute toward the betterment of the school, they should be requested to do so. For instance the parents who are doctors, nurses, businessmen, engineers, or lawyers can help the school in their own capacities.

Community Resources. The teachers should try to locate the more useful places in schools surroundings for providing useful first-hand educational experiences, and also contact the resource persons such as railway and navy officers, police



officers, employees from the Post and Telegraph office, doctors, etc., to give talks and interviews. There should be a close relationship between the school and the locality in which it is situated. The procedure of contacting these people requires tact and good behaviour from the teachers so as to coax these people to help the school. The teachers and children should request them personally or through letters to give a half hour or hour to the school. They should be told exactly what is expected of them.

Duties of the Teachers. In the model school the teachers have many supplementary duties such as collecting the monthly fees, keeping accounts, being in charge of different materials etc., which demand a lot of energy, time and patience. This is not concerned with the education of the children. These responsibilities should be removed from the teacher's shoulders and given to an accountant or secretary, or a special separate teacher should be engaged for this purpose. The time thus gained should be devoted to the professional growth of the teachers.

#### A FINAL WORD

It is sincerely hoped that this study will help to make real and useful contributions to the educational task of the model schools in Karachi. These schools constitute a golden opportunity for the improvement of elementary education in general. Their highly-trained staff members, their relative

abundance of facilities and financial backing, and above all, their free rein for educational experimentation place them in enviable position. It would be sad indeed if full advantage were not taken of this position, and this study has been made so as to begin to do just that.

The implementation of the new and more useful approaches and techniques suggested in this thesis will be a slow process. To bring about a sudden change is neither possible nor advisable. The teachers are used to old methods of education. It is not easy for them to adopt new ways all at once.

But an appeal is made to the teachers of the model schools to read this thesis and try to put some of the suggestions given in the thesis into practice. It is believed that after a time they will find the suggested techniques and organization both interesting and useful for the development of the children and of their country. If there is a sincerity of purpose in the teachers it is felt that real and important changes can take place in the model schools.

A P P E N D I X E S

## APPENDIX A

QUESTIONNAIRES SENT TO THE TEACHERS  
OF THE TWO JUNIOR MODEL SCHOOLS

Name \_\_\_\_\_  
 Qualifications \_\_\_\_\_  
 Teaching experience \_\_\_\_\_  
 Classes taught \_\_\_\_\_  
 \_\_\_\_\_

## I. Functions of Teaching

Please make two check marks after each item, one in the "importance" column and one in the "achieved by you" column.

| Functions of Teaching | I m p o r t a n c e |      |        |      | A c h i e v e d   b y   y o u |        |        |                  |
|-----------------------|---------------------|------|--------|------|-------------------------------|--------|--------|------------------|
|                       | Great               | Some | Little | None | Fully                         | Mostly | Partly | Not<br>at<br>all |

1. To help the children to master the three R's.
2. To comply with the prescribed course of study.
3. To win the approval of supervisory & administrative officers.

| Functions of Teaching | I m p o r t a n c e |      |        |      | A c h i e v e d   b y   y o u |        |        |            |
|-----------------------|---------------------|------|--------|------|-------------------------------|--------|--------|------------|
|                       | Great               | Some | Little | None | Fully                         | Mostly | Partly | Not at all |

4. To help the children to realise their talents & endowments.
5. To help the children in becoming well adjusted individuals.
6. To help the children in their all round development.
7. To make the children better citizens.
8. To make them well disciplined.

## II. Philosophy of Education.

Please check in proper columns

- |   | Strong-ly agree | Agree | Unde-cided | Dis-agree | Strongly Dis-agree |
|---|-----------------|-------|------------|-----------|--------------------|
| 1. Children should be allowed to progress according to their own abilities and should be judged and promoted accordingly. |                 |       |            |           |                    |

- |    | Strong-<br>ly agree  | Agree | Undeci-<br>ded | Dis-<br>agree | Strongly<br>Dis-<br>agree |
|----|--|-------|----------------|---------------|---------------------------|
| 2. | Children should be expected to learn <sup>at</sup> the same rate and be judged and promoted by a uniform standard. |       |                |               |                           |
| 3. | Daily time table should be set at the beginning of the year and followed strictly.                                 |       |                |               |                           |
| 4. | Daily time table should be flexible and changeable according to the needs and interests of children.               |       |                |               |                           |
- 

- |    | Fully  | Mostly | Partly | Slightly | Not at<br>all |
|----|--|--------|--------|----------|---------------|
| 5. | To what extent do you think human nature is modifiable.  |        |        |          |               |
| 6. | To what extent should the subject matter be worked out in advance by central authorities.                              |        |        |          |               |
| 7. | To what extent should the subject matter be determined by each teacher's understanding of her class.                   |        |        |          |               |
| 8. | A. What percent of its time should the school devote to helping the pupils meet new and changing ways of living _____% |        |        |          |               |
|    | B. What percent of its time should the school devote to helping pupils to maintain the cultural heritage?              |        |        |          |               |
| 9. | A. What percent of its time should the school devote to the development of the whole child _____%                      |        |        |          |               |

B. What percent of its time should the school devote to the mastery of subject matter \_\_\_\_\_%

(Your answers to A and B should total 100%)

### III. Curriculum

Check in proper columns the subjects and topics which are taught in the class and indicate whether they are taught adequately or inadequately and check if not taught whether unnecessary or should be included in the curriculum.

| Subjects and Topics                           | T a u g h t     |                   | Not Taught       |                       |
|---|-----------------|-------------------|------------------|-----------------------|
|   | Adequa-<br>tely | Inadequa-<br>tely | Unneces-<br>sary | Should be<br>Included |
| 1. Health and Hygiene                         |                 |                   |                  |                       |
| 2. Physical Education<br>and games            |                 |                   |                  |                       |
| 3. Safety                                     |                 |                   |                  |                       |
| 4. English                                    |                 |                   |                  |                       |
| 5. Urdu                                       |                 |                   |                  |                       |
| 6. Citizenship duties<br>and responsibilities |                 |                   |                  |                       |
| 7. Local Government                           |                 |                   |                  |                       |
| 8. Central Government                         |                 |                   |                  |                       |
| 9. United Nations                             |                 |                   |                  |                       |
| 10. History of Pakistan                       |                 |                   |                  |                       |
| 11. Islamic History and<br>Values             |                 |                   |                  |                       |
| 12. Cultures of other<br>countries.           |                 |                   |                  |                       |
| 13. Democracy in practice                     |                 |                   |                  |                       |

| Subjects and Topics  | Taught Adequately  | Inadequately | Not Taught Un-necessary | Should be Included |
|--|--|--------------|-------------------------|--------------------|
| 14. Voting & elections   |  |              |                         |                    |
| 15. World geography  |  |              |                         |                    |
| 16. Local geography  |  |              |                         |                    |
| 17. Science  |  |              |                         |                    |
| 18. Arts   |  |              |                         |                    |
| 19. Music  |  |              |                         |                    |
| 20. Arithmetic   |  |              |                         |                    |
| IV. Please check how often you use the following methods of teaching |  |              |                         |                    |
| 1. Recitations   | about- <u>Nos. times</u> per <u>day</u> <u>week</u> <u>month</u> <u>year</u> |              |                         |                    |
| 2. Lectures  |  |              |                         |                    |
| 3. Problem solving   |  |              |                         |                    |
| 4. Projects  |  |              |                         |                    |
| 5. Units of work   |  |              |                         |                    |
| 6. Drill   |  |              |                         |                    |
| 7. Pupil teacher planning  |  |              |                         |                    |
| 8. Dramatic play   |  |              |                         |                    |
| 9. Dramatics   |  |              |                         |                    |
| 10. Films and filmstrips   |  |              |                         |                    |
| 11. Field trips  |  |              |                         |                    |
| 12. Library research   |  |              |                         |                    |
| 13. Maps and globes  |  |              |                         |                    |
| 14. Construction work  |  |              |                         |                    |



15. Committee and small group activities.
16. Special oral reports.
17. Graphic material.
18. Puppetry.
19. Discussion.
20. Correlating the subjects.
21. Grouping the children according to their abilities for reading, arithmetic, etc.

V. School services and school environment. Please check in proper columns.

- |  | Excel-<br>lent | Good | Satis-<br>factory | Some-<br>what un-<br>satisfac-<br>tory | Poor | none |
|--|----------------|------|-------------------|--|------|------|
| 1. Are the sizes of the classrooms adequate for the number of children ? |                |      |                   |  |      |      |
| 2. Is there a good drinking water service ?                              |                |      |                   |  |      |      |
| 3. Sanitary conditions   |                |      |                   |  |      |      |
| 4. Playground  |                |      |                   |  |      |      |
| 5. Sickroom  |                |      |                   |  |      |      |
| 6. Lunchroom   |                |      |                   |  |      |      |
| 7. Staffroom   |                |      |                   |  |      |      |

8. Art room
9. Toilet and bathroom
10. Refreshment
11. Library
12. Should there be a medical examination of children at the beginning of the year.
13. Should there be a doctor or nurse on the staff ?

#### VI. Discipline

Which five of the following disciplinary measures do you use most frequently? please indicate by number of your first choice, second choice, so on up to five.

1. Not allowing the children to speak and move.
2. Physical force
3. Punishing the whole class
4. Reporting to the principal
5. Reporting to the parents
6. Ignoring
7. Extra work
8. Fine and charges
9. Turning them out of the class
10. Giving them responsibilities
11. Making your lessons more interesting and producing variety in your methods.

12. Developing a sense of responsibility in them
13. Reward
14. Finding out the cause of the mischief and act accordingly.

VII. Community and out of class activities. Approximately how often do you take the children.

1. To visit the Post Office? number times per day, week, month, year
2. To visit Police station?
3. To visit Zoo?
4. To visit Parks and gardens?
5. To visit the museum?
6. To visit the beach?
7. To visit the enquiry office?
8. To visit other schools?
9. To visit people in their neighbourhood?
10. To visit mosques?
11. How often do you meet the parents to discuss the progress of their children?
12. How often do you call resource persons (as lawyers, doctors, engineers) to give talks and demonstrations?

## APPENDIX B

A SAMPLE OF MONTHLY PLANNING DONE IN THE JUNIOR MODEL  
SCHOOL, FRERE TOWN, KARACHI

Month: For the Month of July, 1957

Class II.

## ENGLISH

English Literature: Four lessons with questions and answers. Reading.

English Writing: On alternate days. Daily for home work.

English Dictation: Four times a month.

English Recitation: Four times a month.

## URDU

Urdu Literature: Four lessons with oral and written questions and answers. Reading of the lessons.

Urdu Writing: On alternate days in the class, daily for home work.

Urdu Dictation: Four times a month.

Urdu Recitation: Four times a month.

## HISTORY

Stories about Adams, and Eve, the Prophet and his daughter, men of stone age, hunter men.

## GEOGRAPHY

(1) World is round. (2) Distribution of land and water on earth. (3) Mountains. (4) Valleys, (5) Lakes. (6) Name of continents.

### NATURE STUDY

(1) Life of a camel. (2) Life of a duck. (3) Parts of a tree. (4) Names of common flowers and to recognize them.

### HEALTH AND HYGIENE

(1) What to eat in the meals. (2) How to keep the body clean. (3) Safety rules.

### PHYSICAL EDUCATION

Outdoor games such as circle games, games with songs and rythms, races, etc.

### HAND WORK

1. Making flowers out of crepe paper.
2. Drawing of an envelope and a glass.

### RELIGIOUS EDUCATION

To memorize Surah-i-Fathé and Nas, and their meaning.

APPENDIX C

A SAMPLE OF DAILY PLANNING DONE IN THE JUNIOR MODEL SCHOOL, FRERE TOWN, KARACHI

Grade II

| Subjects         | Period | W o r k  | P l a n n e d | Work Done | Home Work                        | Remarks                                      |
|------------------|--------|--|---------------|-----------|----------------------------------|--|
| English Lit.     | 1st.   | Lesson III Tommy. PP.9-11. Oral reading silent reading and questions |               | Completed | Writing P.11 Questions 1-3. P.12 | Samina & Nasim did not bring their homework. |
| Arithmetic       | 2nd.   | Five addition sums P. 9  |               | "         | 5 sums. P.10                     |  |
| Urdu Lit.        | 3rd.   | Lesson V. PP.15-16. Oral and silent reading and questions.           |               | "         | Urdu Writing P. 12. Qs.P.17      |  |
| Geography        | 4th.   | The names of the capitals of provinces                               |               | "         | To learn them                    |  |
| Religious Edu.   | 5th.   | Sorai Alhamd and its meaning   | R E C E S S   | "         | To memorize it                   |  |
| Hand Work        | 6th.   | Making the flowers out of crepe paper                                |               | "         | -                                |  |
| Health & Hygiene | 7th.   | Meal times and what to eat for each meal                             |               | "         | -                                |  |

APPENDIX D

DAILY SCHEDULE OF THE JUNIOR MODEL SCHOOL

| Periods<br>Days | 1st.                          | 2nd.            | 3rd.                    | 4th.           | 5th.                                       | 6th.                                      | 7th.                  |
|-----------------|-------------------------------|-----------------|-------------------------|----------------|--|---|-----------------------|
| Monday          | English<br>Lit.               | Arith-<br>metic | Urdu<br>Lit.            | History        | Religious<br>Inst.                         | Physical<br>Instruction <sup>s</sup>      | Health &<br>Hygiene   |
| Tuesday         | English<br>Lit.               | Arith-<br>metic | Urdu<br>Lit.            | Geogra-<br>phy | Character<br>building                      | Hand work                                 | Nature study          |
| Wednesday       | English<br>Transcrip-<br>tion | Arith-<br>metic | Urdu Trans-<br>cription | History        | Religious<br>Instruc-<br>tion <sup>s</sup> | Physical<br>Instruc-<br>tion <sup>s</sup> | Health and<br>Hygiene |
| Thursday        | English<br>recitation         | Arith-<br>metic | Urdu reci-<br>tation    | Geogra-<br>phy | Character<br>building                      | Hand work                                 | Nature study          |
| Friday          | English<br>dictation          | Arith-<br>metic | Urdu dic-<br>tation     | History        | Religious<br>Inst.                         | Physical<br>Inst.                         | Health and<br>Hygiene |

74  
13  
140

## APPENDIX E

A SAMPLE OF EXAMINATION QUESTIONS GIVEN  
IN THE JUNIOR MODEL SCHOOLAnnual Examination, 1956Class: IVSubject: HistoryTime: 2 Hours

Maximum Marks: 50

Please attempt any five of the following seven questions. Each question carries equal marks:

1. How did the people of stone age live?
2. What was the method of reaping the corn in Babylonia?
3. How was Razia Sultana killed?
4. Describe the first battle of Panipat.
5. Who was Mohd. Bin Qasim and in what year did he come to India?
6. How did Pakistan come into existence?
7. Which attack of Mahmud Ghaznavi on Sommath is famous and why?.



APPENDIX F

PROGRESS REPORT USED IN THE JUNIOR MODEL SCHOOL,  
FRERE TOWN, KARACHI

| Subjects | Name of the Child: |                 |                   |                    |                 |                    |            |         |          |              |              |                | Class:          |              |                 |         |           |              |                    |                       |                  |       |     |  |
|----------|--------------------|-----------------|-------------------|--------------------|-----------------|--------------------|------------|---------|----------|--------------|--------------|----------------|-----------------|--------------|-----------------|---------|-----------|--------------|--------------------|-----------------------|------------------|-------|-----|--|
|          | English Writing    | English Reading | English Dictation | English Recitation | English Grammar | English Literature | Arithmetic | Algebra | Geometry | Urdu Reading | Urdu Writing | Urdu Dictation | Urdu Recitation | Urdu Grammar | Urdu Literature | History | Geography | Nature Study | Health and Hygiene | Religious Instruction | Character Build* | Total |     |  |
| Months   | 15                 | 15              | 15                | 10                 | 20              | 25                 | 50         | 25      | 25       | 15           | 15           | 15             | 10              | 20           | 25              | 50      | 50        | 50           | 50                 | 50                    | 25               | 25    | 350 |  |

Signature & Remarks of the class Teacher

Signature & Remarks of the Headmistress

Parents Signature

January

February

March

April

May

June

July

August

September

October

November

December

## APPENDIX G

SOME SUGGESTED UNIT TOPICS FOR THE JUNIOR MODEL  
SCHOOL TEACHERS

These unit topics are the result of a group project by Pakistani students for seminar in curriculum planning, and have been approved by Dr. Lavone Hanna.

## Grade I. 6 Years

## Unit I. My Home

- a. Personal Hygiene
- b. Health habits and avoiding diseases
- c. The food I eat
- d. Eating habits and table manners
- e. Home decoration
- f. Observing and identifying objects
- g. Getting along with parents and siblings
- h. Getting along with neighbours
- i. Pets
- J. Building Houses
- k. Celebrating feast days.

## Unit II. Visitors who Help

- a. The Doctor
- b. The milkman
- c. Sweeper
- d. Postman

## Unit III. My Class

- a. Coming to school
- b. Safety rules
- c. Decoration and tidiness of classroom
- d. Class rules
- e. Introduction to class procedure
- f. School Environment
- g. Identifying objects in school and class.

## Grade 2. 7 Years.

## Unit I. The School

- a. Direction and situation
- b. School Environment
- c. School garden
- d. Cleanliness: School and class
- e. Getting along with other school children
- f. School functions
- g. Self government in the class

## Unit II. Local Transportation

- a. Bus, auto rickshaw, motor rickshaw, trams, taxis, camel carts, donkey carts, horse carriages, etc.
- b. Development of transportation
- c. Bus strikes
- d. Study of animals (camels, horses, donkeys)
- e. Comparison with Japan and China.

## Unit III. Neighbourhood

- a. Grocery
- b. Post-office
- c. Police station
- d. Dispensary
- e. Mosque

## Grade 3. 8 Years.

## Unit I. The Community

- a. Bakery
  - (1) Wheat how to grow
  - (2) Seasons, revolution, rotation
  - (3) How bread is made
  - (4) How cake is made
  - (5) Chocolate
  - (6) Sugar

b. The Dairy and Poultry Farms

- (1) Rearing of chickens
- (2) Study of Dairy product
- (3) Study of cows and chickens.

c. Religious Feasts

- (1) Islamic history
- (2) Lunar months
- (3) Phases of moon
- (4) Feasts of Christians and other religions

d. The Policeman

- (1) Traffic rules
- (2) Geography of the city
- (3) His duties, traffic and crime
- (4) Our responsibilities

Unit II. Transportation in the Country

- a. Trams
- b. Buses
- c. Taxis

Grade 4. 9 Years.

Unit I. The Community

a. Water supply

- (1) Sanitation
- (2) Rock formation
- (3) Natural means of water supply
- (4) Chlorinated water
- (5) Floods
- (6) Dams, Canals, and irrigation
- (7) Drainage.

b. Electricity

c. Hospital

- (1) Study of a few diseases
- (2) Inoculation, vaccination
- (3) The doctor and nurses
- (4) First aid

d. Salt works

- (1) Condensation and evaporation
- (2) Rain, floods
- (3) Salt industry

Unit III. The Harbour

- a. Import and Export
- b. Transportation by sea
- c. Sea life and products

Unit IV. Communication

- a. Telephone
  - (1) Discovery
  - (2) Uses and misuses
- b. Radio
  - (1) School broadcasts
  - (2) Development
  - (3) Radio station
  - (4) Famous radio artists

Grade 5 Age 10 Years.

Unit I. Refugee Problem

- a. History of Pakistan
- b. Geography of Indo-Pakistan sub-continent
- c. Religions of India and Pakistan
- d. Housing conditions
- e. Employment problems
- f. Cottage Industries
- g. Human relations

Unit II. Communication

- a. Wireless
  - (1) Airport, and air transport
  - (2) Law of gravity

- b. (3) Development of Aeroplanes
- (4) Comparison of radio and wireless
- (5) Pen friends
- (6) Children of some other countries

Unit III. Local self Government

- a. Civic Responsibilities
- b. Law and order
- c. Elections
- d. Our responsibilities.

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